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ABSTRACT

This final report discusses the activities and outcomes of a project that developed, field-tested, and disseminated eight 3-hour training modules to be used by preservice and inservice faculty in preparing early interventionists to work with young children with disabilities. The modules were designed to teach a special model of early intervention, the Parents Interacting with Infants (PIWI) model, a relationship-based model emphasizing parent-child and parent-interventionist relationships. These training materials focus on teaching implementation of the PIWI model in two different early intervention settings: parent-infant groups and individual visits. Each of the 8 modules incorporates adult learning principles of active engagement with the material and reflections on practice in order to facilitate implementation in applied settings. Each module also includes trainer and trainee materials, audiovisual materials, and evaluative materials that can be used by trainers to evaluate student attainment of learning outcomes. Approximately 600 individuals benefited directly from the extensive field testing activities of the project, including 100 preservice students and 500 working early interventionists and early intervention trainers. The report discusses the goals of the project, theoretical framework, problems encountered, impact, and future activities. Appendices include an outline of the modules and training materials. (CR)

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Project TRIAD

Relationships as the Foundation of Early Intervention Efficacy: A Curriculum to Assist Trainers of Early Intervention Personnel

ED 450 543

FINAL REPOR

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Project TRIAD

Final Report

Abstract

Project TRIAD developed, field tested, and disseminated eight 3-hour training modules to be used by preservice and inservice faculty in preparing early interventionists. The modules were designed to teach a specific model of early intervention, PIWI (Parents Interacting with Infants). Piwi is a relationship-based model emphasizing parent-child and parent-interventionist relationships. These training materials focus teach implementation of the PIWI Model in two different early intervention settings: parent-infant groups and individual visits. The modules are appropriate for preparing personnel who may assume a variety of disciplinary roles in early intervention settings. As a whole curriculum, the modules are useful as the basis for a complete course. Separately, they are useful as class sessions within a course, for inservice training for practicing providers, or as the basis for a practicum seminar provided in conjunction with an early intervention field placement.

Each of the 8 modules incorporates adult learning principles of active engagement with the material and reflection on practice in order to facilitate implementation in applied settings. Each module includes trainer and trainee materials, audiovisual materials, and evaluative

materials that can be used by trainers to evaluate student attainment of learning outcomes. Each module also contains follow-up activities that extend and expand the content. Sixty (60) sets of modules were printed and disseminated nationally.

Field testing was conducted in a variety of preservice and inservice formats. Approximately 600 individuals benefited directly from the extensive field testing activities of this project, including 100 preservice students and 500 working early interventionists and early intervention trainers.

1. Goals and Objectives of the Project

This final report represents work completed between January, 1997 and December, 1999, with a no-cost extension until December, 2000. Activities related to each project objective are summarized below. Selected activities are also expanded upon in subsequent sections.

Goal 1: **To establish and implement an administrative structure to develop, implement, and evaluate a project whose goal is to provide a tested but flexible model for training preservice and inservice to early interventionists.**

Objective 1.1: To implement administrative structures and procedures that ensure accomplishment of project activities.

The administrative structure of Project TRIAD was developed during the first weeks of the grant and was used to guide project activities for the duration of the grant. Weekly coordinator meetings were used to review tasks to be accomplished and to make decisions regarding progress toward project objectives. This meeting was also used to coordinate portions of the activities of Project TRIAD with another project that provided training and technical support for current service providers in the implementation of PIWI parent-child groups. These weekly meetings included McCollum (P. I. of both grants), Gooler (Coordinator of Project TRIAD) and Yates (Coordinator of the second project). A second weekly meeting was held with other project staff (curriculum developers) to update them on grant activities, delineate roles and tasks, brainstorm the content and process of modules in development, and review progress on current tasks.

Objective 1.2: To obtain consumer input on, and evaluation of, the structure and ongoing implementation of Project TRIAD.

An Advisory Board was established with representation from university faculty from three disciplines, inservice trainers, parents, state agency representatives, direct service providers and supervisors, and national technical assistance representatives. The Advisory Board met three times, with slightly different membership each time, depending on the focus of the meeting. (See **Appendix A** for Board members present at the 1st and 3rd meetings.) The initial meeting was designed to help project staff establish direction for project activities by validating the competencies underlying the modules and reviewing ideas for presentation of the content from the perspective of principles of adult learning. A second meeting was held to review progress. Advisory Board members reviewed several draft modules prior to coming to the meeting, and some had also used one or more of the modules in their own training activities. At the final meeting, committee members made suggestions for printing and disseminating the modules. Advisory Board members also supported project staff by participating in the field review and by field testing portions or all of the material in the modules.

Objective 1.3: To establish communication links with individuals and systems in Illinois and surrounding states to identify potential content experts and external field trainers, or individuals who might influence the integration of these materials within the states' early intervention training and credentialing systems.

Project staff actively sought participation from faculty and inservice trainers who might participate in the field review and field testing process, and to locate individuals who might influence adoption of the PIWI materials within their states. Personal contacts were made through state and national activities of the P.I. and P.C. Each time portions of the module were presented, flyers were distributed asking for individuals who would be interested in assisting with field testing. A running list was kept of personnel in 2 and 4-year colleges and inservice trainers who indicated an interest. These individuals were then asked to participate in project activities and, in addition, received mailings of additional trainings. Project staff also worked closely with the StarNet system in Illinois, which provides training and technical assistance to early intervention and early childhood programs throughout the state. Project staff were active participants on the Personnel Committee of the State Interagency Council, sharing information about the project and its relationship to the credentialing system for early intervention personnel. Activities were summarized in annual reports to OSEP.

Objective 1.4: To conform to Project TRIAD timelines for meeting goals and objectives.

All substantive activities proposed were completed in accord with the timeline. A month-by-month calendar of activities was developed during the first year, and was used to anticipate and guide activities. This calendar was reviewed at weekly staff meetings and updated as needed.

Objective 1.5: To meet administrative requirements for managing Project TRIAD.

Budgets were handled internally, with records of expenditures and balances generated monthly at a unit and a university level. Records of activities in relation to goals and objectives were kept through minutes of weekly staff meetings. Annual reports summarizing project activities were submitted to OSEP in accord with the timeline.

Goal 2: To develop a set of training modules to be used by preservice and inservice providers in preparing early interventionists to achieve competencies related to planning and implementing early intervention that recognizes the importance of relationships in dyads and triads as a key to positive early intervention outcomes.

Objective 2.1: To develop an overall training content outline for the Project TRIAD curriculum.

A competency list was developed during the first month of the project to guide materials and training content and formats. The competencies, organized into a preliminary list of modules, served as the basis for initial module development. The sequence of module content, and the organization of modules into sessions, was revised as indicated from extensive field testing and feedback from external field reviewers, as well as based on feedback from Advisory Board members.

Objective 2.2: To develop individual training modules, each addressing specific competencies to be achieved by trainees, according to order of priority.

Eight (8) training modules were developed, each providing 3 hours of content. (Learning outcomes and a table of contents from each of the modules are included in **Appendix B**). Section 3 of this report gives a full description of the modules and recommendations for using them. Each module contains trainer materials that include a complete set of transparencies as well as a set of colored "transparency scenarios" illustrating particular points or providing case studies to be used in training. A full set of trainee handouts is also included in each module, as well as information on further resources and readings. A videoetape accompanies the set of 8 modules.

Objective 2.3: To develop videotaped examples demonstrating the principles and practices to be conveyed in each training module.

A video was developed to support training activities within the modules. Some segments of this videotape were based on tapes made in previous parent-child groups or home visits, whereas others were based on a demonstration group developed specifically for the purposes of these modules. Project staff worked closely with the University of Illinois Instructional Resource Center in developing, filming, and producing the videotape.

Objective 2.4: To revise materials as indicated by field testing..

As described below under Objective 3.1 and in Section 5, each module went through a series of steps designed to gather information on content, process, and format. Each module was tested a minimum of three times during its development, including preservice and inservice settings. Revisions were made in response to information gathered at each of these steps.

Objective 2.5: To develop, for inclusion in final product, suggestions/ guidelines for using Project TRIAD materials in alternative ways.

Suggestions and guidelines for different ways of using the modules are included in the Presenter's Introduction section of the training materials (see **Appendix C**), and are based on comments from reviewers and field testers throughout the course of the project. The Presenter's Introduction also contains information on the background and contents of the modules, as well as tips on teaching. See Section 3 of this report for a description of alternative formats for combining modules, as well as a description of different venues for which the modules might be appropriate.

Objective 2.6: To package materials for dissemination to trainers.

With assistance from the Advisory Committee, Project staff decided on a final format for the modules. Sixty (60) sets of 8 modules each were printed, collated, and organized into 8 large notebooks. The Presenter's Introduction is included in the notebook for Module 1. Modules were disseminated to preservice faculty, inservice trainers, and technical assistance centers as full sets including the 8 modules and the accompanying videotape.

Goal 3: To evaluate training modules, individually and as a total curriculum, from the perspective of their usefulness and validity for preparing early interventionists in preservice and inservice settings.

Objective 3.1: To evaluate initial versions of each individual module as it is completed.

Each module was subjected to substantial internal review prior to being sent out for field testing and external review. During Phase 1 of developing each module, the module was first tested with an internal group comprised of local early interventionists, program directors, and parents. During Phase 2, each module was tested by project staff. We embedded modules within existing coursework and within a seminar provided in conjunction with a field placement. Each module was also presented in an inservice format at least twice, once at our campus and once in either northern or southern Illinois, for direct service providers invited from throughout the state. Portions of the modules were also presented at several national conferences, including a full-day preconference session at DEC. Project staff also taught a preservice methods course based on the modules. Participants in all of these venues completed evaluation forms on the content and process of the modules. (See Section 5 for additional information). Phase 3 of this 3-step process is described in the next two sections.

Objective 3.2: To obtain external evaluation of modules as applied in preservice course formats.

During Phase 3, faculty in special education, human development, and speech and language embedded one or more modules into existing coursework. These faculty taught in universities in Ohio, Iowa, Georgia, Virginia, and Oregon. A team of faculty in Iowa also taught the modules in their entirety in an intensive course for early intervention providers. Evaluations of these modules were completed by faculty trainers and by participants in these courses. Telephone interviews were conducted during Year 3 to obtain further feedback about the materials from these trainers. A second type of evaluation was obtained through field review of the modules by a wider group of preservice and inservice trainers, who were sent specific questions to address (e.g., format, ease of use) as they reviewed the modules. Information from all of these sources was used for continual revision of the modules, as well as to guide the content and format of the final versions. Additional information on the field review and on the field testing may be found in Section 5 of this report.

Objective 3.3: To obtain external evaluation of modules as applied in inservice formats.

Another part of Phase 3 of developing each module was to have it taught by non-project inservice trainers in Iowa, Indiana, Ohio, Wisconsin, Utah, and Oregon. In Year 3, telephone interviews were conducted with these trainers (see Section 5) prior to developing the final versions of the modules.

Objective 3.4: To evaluate alternative course applications of total Project TRIAD Curriculum.

Substantial portions of the PIWI modules were used by project staff and external trainers in a full semester course and a summer institute; a practicum seminar; and workshop formats.

Goal 4: To disseminate products and materials through state, regional, and national activities aimed at different levels of

understanding and implementation by both preservice and inservice trainers.

Objective 4.1: To conduct training institutes to enable adoption of all or part of the training products by preservice and inservice trainers.

Project staff conducted training sessions for preservice and inservice trainers at the Illinois Faculty Development Institute during summer, 1998 and at the Iowa Faculty Development Institute during spring, 2000. Faculty from several disciplines, as well as inservice trainers, also attended many of the field test trainings and conference presentations given by project faculty.

Objective 4.2: To conduct conference presentations at state and national professional conferences.

Project staff presented the contents of the PIWI modules at approximately 3 state and national conference presentations each year. Flyers about the modules were disseminated at each of these sessions. Another presentation based on the PIWI modules will be given at the DEC conference in December, 2000.

Objective 4.3: To submit articles to professional journals providing the theoretical base and components of Project TRIAD materials, as well as its impact on trainees.

Two journal articles on the PIWI model are in process, one on the developmental focus of the PIWI Model, and one providing an overview and introduction to the model. Both will be submitted to *Young Exceptional Children*, a pracitioner-based journal published by the Division for Early Childhood of the Council for Exceptional Children.

Objective 4.4: To raise awareness among trainers, providers and systems of the availability of Project TRIAD materials and training opportunities.

A PIWI Projects web-site was established during the first year of the project (http://www.ed.uiuc.edu/SPED/piwi/). The site includes an overview of the PIWI Model with pictures of the model in action. During the course of the project, the web site was used to disseminate information about module-based training, and to receive and respond to inquiries. Project staff received numerous inquiries from early intervention professionals and students in child development and related fields from throughout the U.S. and internationally.

A flyer presenting the overview, purposes and related activities of the project was developed and disseminated through our own training sessions, at state and national conferences, and through regular mailings to a list to preservice and inservice trainers in Illinois and other states. In addition, a newsletter article appeared in *Early Intervention*, the newsletter of the Illinois Early Childhood Intervention Clearinghouse. A PIWI newsletter ("PIWI Pages") was designed and disseminated during Years

2 and 3 of the project. **Appendix D** contains samples of the newsletter and of flyers distributed at trainings and other events.

Goal 5: To complete and report project evaluation outcomes in accord with the Management Plan and Evaluation Plan.

Objective 5.1: To maintain evaluation activities with regard to project management and other components as outlined in the Management Plan.

Evaluation forms and were developed and utilized. The project management plan was formatted for record keeping. Ongoing documentation of project activities was achieved through minutes of weekly staff meetings and through records of events and activities.

Objective 5.2: To complete data collection with regard to number and characteristics of trainers and trainees participating in field testing during Phases 1, 2, and 3 of module development.

Demographic information on training session participants was completed at each training provided by project staff, as well as by external faculty teaching the full set of modules. This information is summarized in Section 5.

Objective 5.3: To complete data collection related to fidelity of implementation during the phases of field testing.

During field testing, project staff followed the Presenter's Notes in the modules exactly, in order to test the modules as they would be used upon dissemination. When external field testers used the modules, they were asked to indicate any changes they had made in content or process. Their feedback was then incorporated into revisions of the modules.

Objective 5.4: To complete data collection related to learning outcomes of preservice and inservice participants in training in accord with the Evaluation Plan.

The primary outcomes of this project were related to development and dissemination of well-tested, validated training modules. However, the evaluation plan also outlined plans to collect data on outcomes related to trainee attainment of the competencies taught, as well as changes made by trainees in their practice. Learning outcomes were addressed in three ways, both of which were integrated into the trainings completed as a part of the field test process. First, trainees responded to rating scale items indicating the extent to which they would be able to integrate the content into their current or future practice. Second, trainees were asked to write down two or three "big ideas" that they would take away with them from the training sessions. These were then analyzed for congruence with the principles and values that had been taught. Third, toward the end of the project, "dilemmas" were written for inclusion within the modules, to provide a way for trainers to evaluate trainee learning outcomes. Several of these dilemmas were tested within the context of the preservice course taught by project staff. See Section 5 of this report for additional information on evaluation.

Objective 5.5: To complete data collection related to adoption and institutionalization of Project TRIAD products by teaching faculty and other early intervention trainers in accord with the evaluation plan.

During Year 3, project staff completed telephone interviews with faculty and other trainers who had used the materials in field testing. Comments from trainers related to the process of teaching with the materials, the content (activities, quality of handouts, etc.) of the materials, and the validity and usefulness of the materials. All trainers who received a set of the final modules were contacted approximately 1 month after receiving the modules, and asked to indicate whether and how they had or planned to use the modules. (See Section 5 for additional information).

Objective 5. 6: To collect data related to dissemination of product availability in accord with Evaluation Plan.

Throughout the project, records were kept of dissemination activities. These included mailings to various professional organizations, news items in within-state newsletters, and flyers disseminated at inservice trainings and conference presentations. Project staff developed a data base of interested trainers and trainees, and notified them of the availability of the materials and of trainings related to field testing. Sixty

(60) sets of materials were mailed to trainers who attended a substantial number of trainings, who had participated in field testing or field review, and/or who had already begun to use portions of the materials in their work. We are exploring additional dissemination via a book, providing materials on an "at-cost" basis, or via a commercial publisher.

2. Theoretical and Conceptual Framework

The theoretical and conceptual framework underlying this project consisted of two parts, one supporting the content being taught in the training modules, and one supporting the processes of training incorporated into the design of the modules. The content of the modules reflects a relationship-based approach to providing early intervention services, birth-3. The PIWI Model was developed to support and enhance two specific relationships: those between parent and child, and those between parents and early interventionists. PIWI is based on the premise that early development is embedded within an emotional context defined largely by interactions with caregivers. As a primary environment of early life, social interactions and attachment relationships provide powerful roots for multiple areas of child development. The foundation is laid not only for the continuing health of the particular relationship in which those interactions occur, but also for predisposition about relationships that children bring to future interactions and relationships with other persons. An equally strong influence is exerted on the motivational and exploratory dispositions that the child brings to interactions with their physical environments. Hence, the developmental influences of parent-child interactions span the developmental areas of emotion (e.g., security, self-efficacy, mastery motivation), socialization (e. g., self in relation to others), cognition (e.g., curiosity, understanding of contingency), and communication (e. g., language, turn-taking). Explicitly or implicitly, interactions between young children and their significant others lie at the heart of the early intervention process.

Traditional early intervention programs tend to provide services that are child-oriented, directed toward promoting the child's development or remediating difficulties or delays in development through interactions with the interventionist. In cases where the parent or family has basic social or psychological needs, services have traditionally been directed at the parent alone, on the assumption that this will then create a more developmentally appropriate environment for the child. While early intervention professionals across disciplines may recognize the importance of using interactions as an avenue for therapeutic and educational intervention, few training materials exist to specifically address parent and child outcomes through the parent-child relationship. *Project TRIAD* used the PIWI (Parents Interacting With Infants) Model as the basis for developing a set of 8 training modules that recognize the central role of the parent-child relationship to parent and child intervention outcomes.

The second component of Project TRIAD's approach to developing these modules reflects what is known about adult learning. The modules are carefully sequenced so as to lead from less to more complex, as well as from broad to deep understanding. Activities and content within each individual module were carefully planned and sequenced with these principles in mind. In each module, the initial activity is designed to create cognitive dissonance in the learner in order to enhance the probability that the learner will be open to the content to be presented. Subsequent activities then provide information and principles, ask participants to recognize when the principles are being applied, and finally to apply the principles themselves. Each module concludes with an "early intervention dilemma" to which participants respond, using what they have learned. During development, each module, and each activity within each module, was evaluated against specific criteria in order to ensure adherence to adult learning guidelines.

The two components of the theoretical framework are complementary in that processes also reflect an approach to relationships (this time between trainer and participant) that models the respectful, responsive relationships being supported with children and families.

3. Description of Project TRIAD Training Materials

The PIWI Modules are designed for use by university faculty and other trainers interested in helping to develop an early intervention workforce that bases its practice on current research, theory, and recommended practice. The materials teach a specific model of early intervention, the PIWI Model. PIWI was developed in a parent-child group setting. This approach can also be applied to individual clinic, center, or home based visits with families. Both individual and group applications are covered in these training modules.

The PIWI training materials are organized into eight 3-hour modules, each representing one of the eight components of the PIWI Model. Each module is contained within a separate notebook. An accompanying videotape contains segments for completing activities used in several of the modules. A list of the modules and their purposes is shown below.

Module	Purpose
Module I Believing is Doing: Philosophy to Practice	Illustrates the PIWI Model as implemented in parent-child groups, with an emphasis on the PIWI Philosophy as the guiding component of the PIWI Model
Module II You Do, I Do, We Do: Dyadic Relationships	Introduces characteristics of adult-child interaction thought to support optimal development in birth-three year olds, and

	discusses their applicability as intervention strategies
Module III Do Unto Others: A Triadic Approach for Supporting Parent-Child Interaction	Introduces triadic strategies used by facilitators for fostering parent-child interaction that achieves the key PIWI outcomes of competence, confidence, and pleasure in one another
Module IV What I'm Like: Parents as Observers	Provides an approach for supporting parents' observations of their children within the context of interaction and play
Module V Setting It Up: Characteristics of PIWI Environments	Outlines the characteristics of the PIWI environment throughout the segments of a parent-child group and home visits based on the PIWI Model
Module VI Cute is Not Enough: Planning a PIWI Session	Provides a planning process, with accompanying forms, for obtaining parent views, setting up a plan incorporating these views, and reviewing implementation in relation to these plans and to the key PIWI outcomes of competence, confidence, and enjoyment of one another

Module VII The Natural Way: Embedding Individualized Outcomes and Strategies	Builds on the PIWI Planning Process by demonstrating how to embed goals and outcomes from the IFSP into daily routines and parent-child play
Module VIII Together We Can: Enhancing Relationships Through Teamwork	Provides a team process that supports PIWI planning and implementation

Each of the modules contains the first four of the following components, as well as one or the other of the final two components:

- **Presenter's Notes**: These notes provide detailed directions for conducting each 3-hour session. It is assumed that while the presenter has no knowledge of PIWI, he or she does hold the same values with respect to early intervention that underlie the model.
- **Transparencies:** All transparency masters and transparencies needed to teach the module are included in this section.
- **Handouts:** The handouts section contains a complete handout packet for participants in the training in the order in which they will be needed. Many of these handouts duplicate the Transparencies, and are

provided for note-taking. Other handouts are used by participants as they complete the activities.

- **Resource Handouts:** The Resource Handouts at the end of many of the modules contain materials that the participants need to complete the activities, as well as resources that they may find useful as they implement all or portions of the PIWI Model.
- **Transparency Scenarios:** The majority of the modules contain Transparency Scenarios. These are high quality prints of pictures taken during PIWI sessions, and are used in many of the modules to illustrate the points being made in the presentation.
- **Videotaped Segments:** Videotape segments are used in six of the modules to provide examples of points being made in the presentation or as opportunities for anlaysis and skill building. All segments are contained on the same videotape, and are color coded to the particular module in which they are used.

The 8 modules are designed for use as a series. The knowledge and values presented in Module 1 are prerequisite to each of the other modules. Further, the information and skills presented in successive modules build upon one another. However, any module except Module 7 (on embedding individual IFSP goals) may be used in a 2-module series, along with Module 1. Further, Module 1 may be used alone, as an introduction to the PIWI Model. Together, the 8 modules, supplemented by suggestions for expansion activities, provide sufficient content for a preservice course.

Each of the eight modules is three hours in length, with a 10-minute break approximately half way through. The modules are useful for either a workshop or course-based format. In addition, the modules provide useful preparation for an early intervention setting or a practicum experience where participants can apply what they are learning. Further, they can be used over time by an early intervention program that is seeking to implement parent-child groups or individual visits with families that are consistent with the philosophy underlying the PIWI Model.

Included within the Presenter's Introduction to the modules are suggestions for combining modules in different ways to achieve different purposes. Some suggested combinations and their outcomes are shown below:

Training Hours	Module (s)	Outcome
3 hours	Module 1	Acquaintance with the 8 building blocks of the PIWI Model and what they look like within the context of a parent-child group
12 hours	Modules 1, 2, 3, 4	Understanding of the core underpinnings of

		the relationship-based focus of PIWI and how they are practiced
6 hours	Module 1, 2	Understanding of how characteristics of parent-child interaction support children's development and parent-child relationships
6 hours	Modules 1,3	Understanding of how interactions between the interventionist and the parent-child dyad support children's development and parent's sense of competence and confidence
6 hours	Module 1 and any of 5, 6, 8	Understanding of the nuts and bolts that underlie implementation of the PIWI Model
9 hours	Modules 1, 6, 7	Understanding of the process used to embed IFSP goals and

		outcomes into parent-child groups or individual visits
24 hours	All modules	Understanding and skill in implementing all of the components of the PIWI Model

4. Dissemination

Dissemination activities undertaken as a part of this project were directed toward two primary audiences, including university faculty and other trainers who provide training to current and future early intervention personnel. Information about the modules was provided through a newsletter, through multiple state and national conference presentations (approximately 3 per year over the course of the project), and through two trainer-of-trainers sessions, one in Illinois and one in Iowa. At all sessions, flyers were distributed to individuals interested in the modules or in other aspects of the PIWI Model. While not the direct focus of the grant, dissemination of knowledge about the PIWI Model itself, rather than about the modules, also occurred through the many training events that were a part of the field testing of the modules as they were being developed. A total of about 600 individuals participated in these training events, including 500 participants at inservice sessions and 100 participants in the more intensive course sessions.

Complete sets of modules were provided to 60 trainers. These included faculty and inservice trainers as well as individuals responsible for technical assistance projects (e.g., NECTAS, Hilton/Early Head Start Training Program). The decision to produce only 60 sets of modules was based on requests from faculty in the field that the modules contain ready-made transparencies, including the colored Transparency Scenarios. Providing these copies made the cost of production considerably higher. However, it also ensured that the trainers who received the modules would be able to use them immediately, without being confined by lack of resources at their own sites. These trainers included those who, in the opinion of project staff, would be most likely to use the modules in their work. This decision was based on continuing interest by these trainers over the course of the project, including participation in field testing and field review. Future dissemination of the modules, whether based on cost-reimbursement or whether accomplished through commercial publishing, will likely not retain this benefit, and so will cost less per set.

Modules were disseminated both in Illinois and nationally. Recipients included those required by OSEP (see "Assurances" below). In addition to the completed modules, two articles that describe key components of the PIWI Model are in process and will be submitted for publication to *Young Exceptional Children.*

5. Project Evaluation

Overview of Evaluation Procedure

In line with the evaluation plan outlined in the proposal, measures included procedural fidelity, satisfaction of trainers and trainees with respect to the training materials and training process, and measure of impact on trainers and trainees. Demographic data were also collected on individuals participating in field test training sessions. In the original proposal, evaluation questions addressed "input" and "process" events for different components of the project (i.e., management structure, module development, field testing, and dissemination), as well as "outcomes".

Most of the input events became a part of the management plan, and were accomplished within the first few months of the project. Process evaluation was of particular importance in this project, as it related to ensuring that modules adhered to the PIWI Model as well as to principles of adult learning. Multiple steps were taken to ensure that the PIWI Modules would be usable by their intended audiences, while at the same time remaining true to the underlying premises on which PIWI is based.

Project staff developed a multi-step process of development-implementation-evaluation to test each module's content, format, and process. First, as ideas for each module were developed, these were subject to internal evaluation using specific criteria, to ensure that the content and process conformed to the two components of the framework outlined earlier in this report. Second, draft versions of each module were presented to a small, consistent, local group of early intervention staff, parents, and faculty. As we taught, we asked participants to discuss and dissect our training approach and to provide ideas for improving the modules. This evaluation used was developed specifically for each module. Third, each revised module was taught locally. Project staff advertised the training to early intervention programs throughout the state and drew participants from the local early intervention program, as well as programs from northern and southern reaches of the state. Participants in these training sessions provided written feedback and evaluation. In addition to evaluations collected at the end of these sessions, we developed an evaluation system based on analysis of "big ideas" to determine whether participants were understanding the values and information presented in the modules. Based on the feedback from this local training session, the module was revised again and presented to participants in early intervention programs in at least one other area of the state. These early intervention programs were typically in an urban area with the participants representing diverse cultural and linguistic groups. Participants in these groups evaluated the training materials again and the modules were revised.

Modules were also presented at numerous sessions at national conferences, where we collected feedback and evaluations. Also, the modules as a whole were used as the basis for early intervention courses on our own campus and at Iowa State University. Substantial portions of the materials were also used by faculty from two other universities (in Ohio and Oregon), and individual modules were used in courses by faculty from three additional universities. Students and trainers in all of these settings provided written evaluation of the materials. In addition, the trainers in each of these settings were interviewed by telephone regarding the content and process of the materials. We also developed an evaluation system designed to determine whether students could apply the values and information represented in the modules to typical dilemmas that might arise in implementing any early intervention model.

As we received comments from trainers and participants involved in these activities, we revised the modules to clarify misunderstandings, to make the modules more interesting, and to make the information and skills more usable across a variety of early intervention settings.

Outcome evaluation addressed the number and types of materials disseminated, the number and types of individuals participating in training, and the perceptions of these individuals (both trainees and trainers) about the usefulness and quality of the training and of the materials. In addition, trainee attainment of learning outcomes was evaluated through a procedure of analyzing "big ideas" generated by participants. Within the context of this project, this part of the evaluation was also used as a way of identifying needed revisions in the modules. A final outcome evaluation examined adoption of the modules by trainers. Sample evaluation instruments are shown in **Appendix E** and samples of data are shown in **Appendix F**. Results are summarized below.

Evaluation Findings

In all, approximately 500 inservice participants and 100 university students participated in the multiple levels of field tests conducted on these modules. As shown in Figure 1, these participants were from 21 states, representing a broad geographic sampling of the country. Both quantitative (i.e., demographics, ratings of satisfaction, likely usage) and qualitative (i.e., open-ended questions on the standard evaluation form, "big ideas") data were obtained at every field test session.

Of the individuals who served as the audiences for our field testing, 73% were direct service providers. Other participants included parents, training coordinators, administrators, trainers, and students. Most of the participants (63%) were licensed or certified, and 63% had degrees in education or in child development. Other participants included psychologists, social workers, nurses, and therapists. All but 17% of the participants had at least a bachelor's degree, and 65% worked in local agencies. Despite a targeted effort to reach a culturally diverse audience

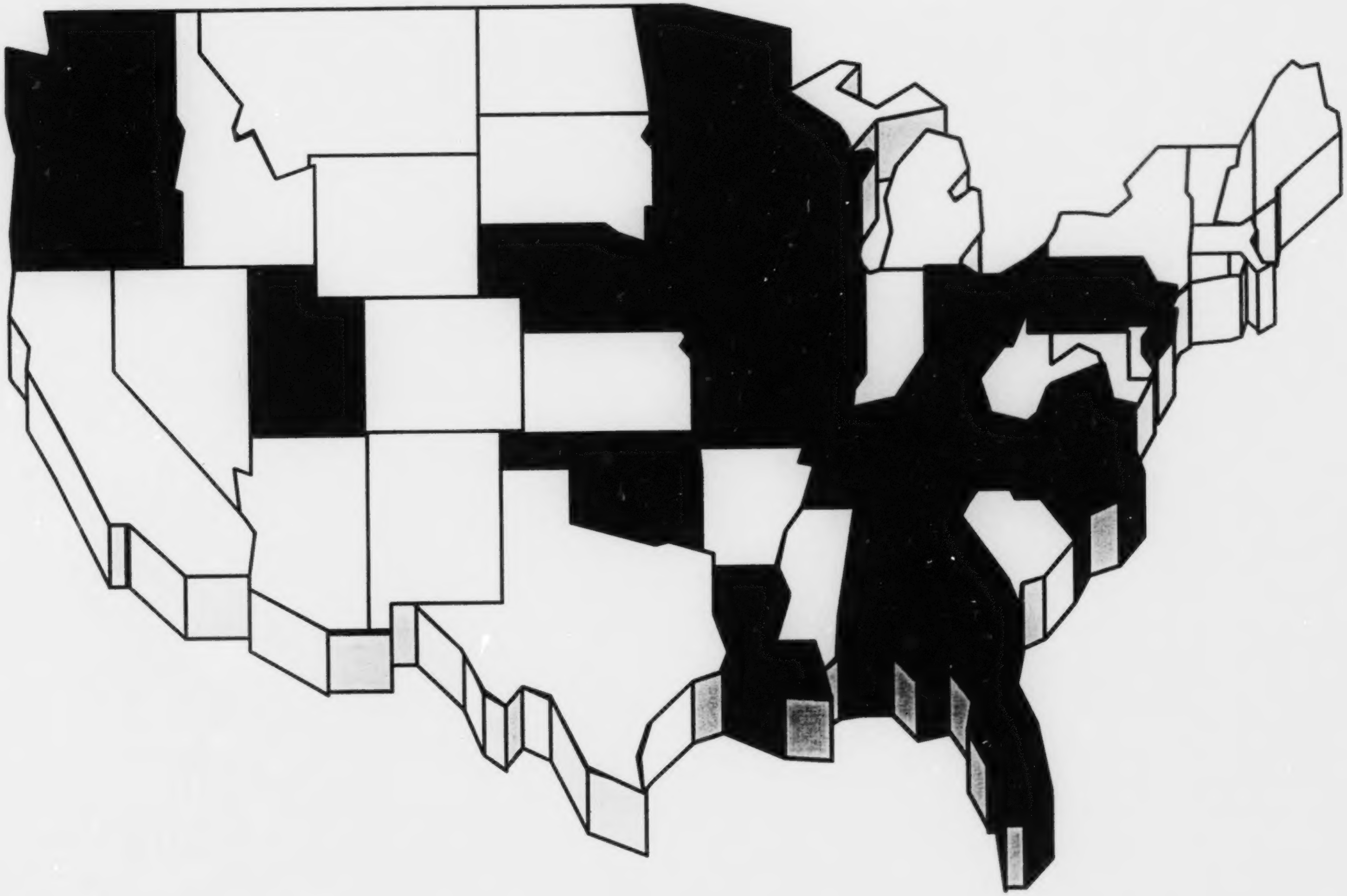

Figure 1. States Involved in Field Testing Activities

(e.g., field testing in E. St. Louis and in Chicago), 75% of our participants were Caucasians. The average amount of experience in early intervention was 5 years, with a range of less than a year to 27 years.

The following table shows average ratings given in response to each of the standard rating items (scale of 1-5, strong disagree to strong agree), averaged across the inservice and preservice training sessions at which modules were field tested. All items were consistently rated above 4.0 on a 5-point scale.

Question	Rating
1. Extent to which activities used supported attainment of stated training goals	4.34
2. The content of this training stimulated me to think about early intervention in new ways	4.19
3. Time was well organized	4.33
4. Presenters were well prepared and organized	4.53
5. Importance of this content for early intervention personnel	4.53
6. I will be able to make changes in my work based on what I gained through this graining	4.05
7. I would recommend this training to other early intervention personnel	4.40

In addition to the above ratings, inservice and preservice participants were asked to comment on the training format and activities from the perspective of their interest level and usefulness in learning the PIWI Model. Responses were summarized under each question, and the ideas used in revising the modules. Typical responses to open-ended questions included:

1. What was the most valuable part of this training?
   - resolving dilemmas was a really valuable portion of the module
   - enjoyed the discussion from our varied group; it was reality-based, not just theoretical
   - I found the videotaped slide show to be one of the highlights of the module. Seeing points of interaction illustrated with "real people" was most complimentary

2. What did you find least helpful?
   - videotaped examples were sometimes hard to see
   - too much group work; sometimes it's good to work alone
   - videotapes need more kids with obvious disabilities

3. What should be changed to make this module more effective?
   - videos should be enhanced; they were a bit too short
   - may help to point out how this is different from Lekotech or ABI/Incidental/Milieu strategies; also point out that this can be one component of an early intervention program rather than the whole thing.
   - I think there were certain modules that were easier to follow as a trainer than others. I know the triadic strategies module and that one I thought was very well done. Easy to follow and as a presenter gave me the information I needed. The other module I presented was the environment and that one seemed like it was missing some

> pieces. There really wasn't the information sometimes to support the activities.

Project Outcomes

The best measure of project impact for this Special Project would be the extent to which faculty and other trainers use these modules in their own training. Full sets of modules were distributed in August-September, 2000. A follow-up questionnaire was sent out in late October, 2000 to each recipient of a set of modules, to determine how they planned to use, or were already using, the modules. Results indicate that these respondents are quite pleased with the modules, and many have already begun to use them in a variety of interesting ways. For example, one faculty member teaching in a small college indicates that she has used the modules as part of her practicum class related to infants and toddlers, and has also begun a PIWI pilot program at one of her partner schools. Another indicates that she will be using the materials in her infant/toddler curriculum class. One of the individuals who served as a field reviewer indicates that she has shared the materials with program directors in her state, and expects that they will be used as part of the school district's inservice training. Others plan to use the modules to provide continuing education. It is clear from these comments that inservice and preservice providers are already putting the modules to use in a variety of ways. Full statements received as of the final draft of this report are contained in **Appendix F**.

Two other approaches were also used to address project impact. First, the standard evaluation form used at each field test training contained four questions (Questions 2, 5, 6 and 7 in the table above) related to participants' perspectives on the importance of the content and their likely use of the content in their own work. As shown in the table above, all four average ratings were over 4 on a scale of 5. We were especially pleased with the rating on #6, which while lower than the others, nevertheless shows that a large number of the participants in these field tests believed that they would make changes in their own work as a result of the training provided through the modules.

A second type of analysis that addressed impact was the use of "Big Ideas." At each of the field test training events, participants were asked to write down the "Big Ideas" that they would take away from the training. A procedure was developed for analyzing these statements with respect to their compatibility with the values and practices presented through the module content. Results for four modules, for two of the larger of the more extensively trained groups, are shown in the table below; "n" refers to the number of forms received, "f" to the total number of comments that reflected understanding of the content, and "%" to the portion of these comments that reflected compatibility with the values underlying the PIWI Model (as compared to an informational statement). The latter were of particular importance to project staff because an important principle of the PIWI Model is that early interventionists be able to use the PIWI Philosophy to guide their own practice and to resolve dilemmas that arise within the context of providing intervention.

Module I	**Group**	**n**	**f**	**% values**
Philosophy	1	12	31	.26
	2	25	83	.19
Module II	**Group**			
Dyadic	1	12	42	.29
	2	19	50	.30
Module III	**Group**			
Triadic	1	11	12	.33
	2	13	28	.43
	3	22	65	.46
Module IV	**Group**			
Topics	1	11	23	.43
	2	12	22	.14

As shown in the table, the number of statements congruent with the PIWI Model averaged about two or more per participant. In addition, the percentage of these comments that reflected understanding of the PIWI Philosophy ranged between 14% and 46%, probably reflecting the iteration of the module being taught. In general, we were very satisfied that the modules were effecting in conveying the PIWI Model. Sample value-based comments extracted from the Big Ideas statements included:

- make parent-child interaction primary; be a facilitator rather than a director or primary interactor with the child
- remember that this is a fluid process; waiting for parents and children to respond when using the least directive approach
- do a better job of setting the stage after I get into a home. I simply need to tell parents what their role is and what the purposes of the program are sharing developmental information within the context of play, in a reinforcing manner; parents appreciate the information I give them, but I could do a better job affirming their gifts.

6. Future Activities

Two types of activities are in process and will be continued beyond this project. One is to complete the two articles that will be submitted to *Teaching Young Exceptional Children.* These articles will be useful to trainers who are using the PIWI Modules, as well as to practitioners who want to implement a more relationship-based approach to early intervention. The two articles are being written in a practical, interventionist-friendly format.

The second activity is to pursue other ways of publishing and disseminating the modules. A great many people have indicated interest in obtaining the modules. While the grant enabled us to produce and disseminate modules at no cost to recipients, future copies of the module need to be made more cost effective so that they can be purchased. Duplicating all of the materials that we provided at no cost to 60 trainers would cost approximately $100 per new recipient, including shipping and handling. However, we can cut this cost to approximately $65 by not including ready-made transparencies and transparency scenarios, and instead including masters from which copies can be made by the individual trainer. Printing could also conceivably be condensed into fewer pages, although this might make the modules more difficult to use during the course of presentation. In general, we are pursuing other formats and ways of producing the modules to make them available to a wider audience. We will consider at-cost publication through our own office, as well as dissemination through a commercial publisher.

7. Assurances

An original and 2 copies of the final report are being sent to Ms. Rose Sayer, Office of Special Education, U.S. Department of Education. An additional full copy of the final report is being sent to the ERIC Clearninghouse on Handicapped and Gifted Children at CEC. A copy of the title page and the abstract are being sent to Peggy Hensley at the NECTAS Coordinating Office. In addition, a full set of the modules has been sent to Mary Shields at NECTAS for inclusion in the NECTAS library of resources.

APPENDICES

A. Advisory Board Members

B. Learning Outcomes and Table of Contents for Each Module

C. *Presenter's Introduction* to the Modules

D. Samples of Dissemination Materials

E. Evaluation Instruments

F. Evaluation Data

Appendix A

Advisory Board Members

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Appendix B

Learning Outcomes and Table of Contents for Each Module

PRESENTER'S NOTES

BELIEVING IS DOING: PHILOSOPHY TO PRACTICE

> *".....they (the PIWI facilitators) provided a lot of environmental stimulus, but they didn't come in and take over the children. So, you interacted with your own child. It was very easy to be involved with your child."*

Module 1

of

PIWI: A Relationship-Based Approach to Early Intervention

PIWI Projects
Children's Research Center
University of Illinois
Urbana-Champaign, IL

This is the first of a set of 8 modules developed by The PIWI Projects, 61 Children's Research Center, 51 Gerty Drive, University of Illinois, Champaign, IL 61820, with funding from the Office of Special Education Programs, USDOE. PIWI was originally developed by Jeanette McCollum and Eva Thorp, Department of Special Education, and Lynne Rowan, Department of Speech and Hearing Science, through a personnel training grant from USDOE. Project TRIAD and PIWI Outreach do not necessarily reflect the views of the policies of that Department.

BELIEVING IS DOING:
PHILOSOPHY TO PRACTICE

Presenter's Introduction

Please read "Introduction to the PIWI Materials," located at the beginning of the Module 1 notebook, for an overview of the PIWI materials. The Introduction also contains guidance for using the modules effectively.

Purpose of This Module

This training module provides an overview of the PIWI (Parents Interacting With Infants) approach to early intervention. PIWI is based on a philosophy that recognizes and builds on parent-child interaction as the foundation for early development and early intervention.

Learning Outcomes

- Understand the importance of the *PIWI Philosophy* in guiding program implementation
- Translate a philosophy into guidelines for practice
- Recognize program practices consistent with the *PIWI Philosophy* and *Implementation Guidelines*.
- Become familiar with the 8 components of the *PIWI Model* and how they work together within the context of a parent-child group or individual visit session
- Become familiar with the logistics of a PIWI parent-child group and individual visit
- Use the *PIWI Philosophy* to discuss and provide alternatives for resolving specific intervention dilemmas

Materials Needed for This Module:

1. Presenter's Notes
2. Cover Transparency and Transparencies/Handouts 1-26
3. Transparency Scenario 1

(continued)

4. Videotape (5 segments for Module 1)
5. Resource Handouts 1 &2
6. transparency pen(s) and blank transparencies

Module 1

Believing is Doing: Philosophy to Practice

AGENDA-AT-A-GLANCE

Section	Minutes
I. GETTING STARTED	*30*
A. Introductory Activity	
B. Introducing the PIWI Model	
C. Agenda, Purpose and Goals	
II. BELIEFS TO PRACTICE	*45*
A. Using a Philosophy	
B. Introducing the PIWI Philosophy	
C Applying the PIWI Guidelines	
Break	*10*
III. PIWI COMPONENTS	*70*
A. Building Blocks: The 8 PIWI Components	
B. Logistics of a Sample Parent-Child Group	
C A Typical PIWI Group Schedule	
D. Videotape: A PIWI Group in Action	
IV. TAKING IT HOME	*25*
A. But what if ... ? ("dilemmas")	
B. Parent voices	

Related Readings

Bromwich, R. M. (1990). The interaction approach to early intervention. Infant Mental Health Journal, 11, 66-69.

Kalmanson, B. & Seligman, S. (1992). Family-provider relationships: The basis of all interventions. Infants & Young Children, 4(4), 46-52.

Appendices

A. Activities for Additional Practice
B. Activities to Expand Competence
C. Pre-Post Assessment Dilemma

Resource Handouts

1. PIWI Implementation Guidelines Self-Rating
2. PIWI Implementation Guideline

PRESENTER'S NOTES

YOU DO, I DO, WE DO:
DYADIC RELATIONSHIPS

"What I liked about it was just getting away and having the excuse of just playing with Kari and not worrying about the house, not worrying about therapy, not worrying about anything else."

Module 2

of

PIWI: A Relationship-Based
Approach to Early Intervention

PIWI Projects
Children's Research Center
University of Illinois
Urbana-Champaign, IL

This training module is the second of 8 modules developed by the PIWI Projects, 61 Children's Research Center, 51 Gerty Drive, University of Illinois, Champaign, IL 61820, with funding from the Office of Special Education Programs, USDOE; originally developed by Jeanette McCollum and Eva Thorp, Department of Special Education, and Lynne Rowan, Department of Speech and Hearing Science, through a personnel training grant from USDOE. Project TRIAD and PIWI Outreach do not necessarily reflect the views of the policies of the Department.

YOU DO, I DO, WE DO:
DYADIC RELATIONSHIPS

Presenter's Introduction

Please read "Introduction to the PIWI Materials," located at the beginning of the Module 1 notebook, for an overview of the PIWI materials. The Introduction also contains guidance for using the modules effectively.

Purpose of This Module

This module presents the rationale for using parent-child interaction as a primary avenue through which to support and enhance the child's development and learning. The module describes the characteristics of developmentally supportive interactions and provides a means for using these characteristics as strategies in the intervention process.

Learning Outcomes

- Understand the importance of parent-child interaction for early development

- Identify characteristics of developmentally supportive, pleasurable adult-child interaction

- Identify individual differences in children, adults, and families that may influence the characteristics of dyadic interaction

- Use the *Dyadic Strategies* to identify strengths in parent-child interaction

- Suggest strategies to enhance and expand children's interactive experiences with parents and other adults

- Identify and extend play and caregiving contexts that facilitate parent-child interaction and the use of the *Dyadic Strategies*

- Use the *PIWI Philosophy* to discuss and provide alternative solutions for intervention dilemmas that may arise in using parent-child interactions and relationships as a context and focus of intervention

Materials Needed for This Module:

1. Presenter's Notes
2. Cover Transparency and Transparencies/Handouts 1-32
3. Resource Handouts 1-4
5. Videotape (7 segments for Module 2; segment 7 is part of an activity in Appendix A)
6. transparency pen(s) and blank transparencies

Special Notes to the Presenter

Prior to beginning, you will need to prepare "task cards" for the Introductory Activity. The activity calls for one set of cards per pair of participants. (If you choose to do this activity as a 2-person role play instead, with other participants observing, one set of task cards will suffice.)

LISTENER - Although both you and your partner will be speaking and listening as you engage in this activity, your role will be to use communicative behaviors that might be expected to interfere with the quality of interaction between you, a poor listener, and your partner. These behaviors might include:

- *a. interrupting*
- *b. looking away when you are being spoken to*
- *c. responding with statements that don't relate to what the speaker just said*
- *d. keeping your face blank and expressionless*

SPEAKER - Although both you and your partner will be speaking and listening as you engage in this activity, your role will be to use communicative behaviors that might be expected to interfere with the quality of interaction between you, a poor speaker, and your partner. These behaviors might include

- *a. not maintaining eye contact*
- *b. turning your body so that you are not face to face*
- *c. not pausing long enough to let your partner talk*

Module 2

You Do, I Do, We Do: Dyadic Relationships

AGENDA-AT-A-GLANCE

Section	Minutes
I. GETTING STARTED	*20*
A. Introductory Activity	
B. Parent-Child Relationships in the PIWI Model	
C. Agenda, Purpose and Goals	
II. INFLUENCES AND OUTCOMES IN ADULT-CHILD INTERACTION	*60*
A. What Makes it "Work"?	
B. Developmental Benefits	
C. Variations on a Theme	
D. Individual Differences in Interaction	
Break	*10*
III. BEYOND THE NORM: UNEXPECTED VARIATIONS	*10*
A. What is "Beyond the Norm"?	
B. Potential Blocks to Interaction	
IV. EXPANDING ON NATURAL INTERACTIONS	*60*
A. Interaction and Intervention	
B. Identifying Strengths in Adult-Child Interaction	
C. Using *Dyadic Strategies* to Enhance the Match	
V. TAKING IT HOME	*20*
A. But What If ... ? ("resolving dilemmas")	
B. Summary of Key Ideas	
C. Parent Voices	

Related Readings

Bromwich, R.M. (1990). The interaction approach to early intervention. Infant Mental Health Journal, 11 (1), 66-79.

Klein, M.C., & Briggs, M.H. (1987). Facilitating mother-infant communicative interaction in mothers of high-risk infants. Journal of Childhood Communication Disorders, 10, 95-106.

Appendices

A. Activities for Additional Practice
B. Activities to Expand Competence
C. Pre-Post Assessment Dilemmas

Resource Handouts

1. *PIWI Philosophy*
2. Potential Individual Differences Related to Specific Disabilities
3. Interaction Ideas: Supporting Cognitive, Language, and Emotional Development in Very Young Children
4. Set of blank forms

PRESENTER'S NOTES

DO UNTO OTHERS: A TRIADIC APPROACH TO SUPPORTING PARENT-CHILD INTERACTION

".....they (the PIWI facilitators) would come around and compliment what you were doing. It made you feel like you were doing something really well."

Module 3

of

PIWI: A Relationship-Based
Approach to Early Intervention

PIWI Projects
Children's Research Center
University of Illinois
Urbana-Champaign, IL

This training module is the fifth of 8 modules developed by The PIWI Projects, 61 Children's Research Center, 51 Gerty Drive, University of Illinois, Champaign, IL 61820, with funding from the Office of Special Education Programs, USDOE. PIWI was originally developed by Jeanette McCollum and Eva Thorp, Department of Special Education, and Lynne Rowan, Department of Speech and Hearing Science, through a personnel training grant from USDOE. Project TRIAD and PIWI Outreach do not necessarily reflect the views of the policies of that Department.

DO UNTO OTHERS: A TRIADIC APPROACH TO SUPPORTING PARENT-CHILD INTERACTION

Presenter's Introduction

Please read "Introduction to the PIWI Materials," located at the beginning of the Module 1 notebook, for an overview of the PIWI materials. The Introduction also contains guidance for using the modules effectively.

Purpose of This Module

This module describes the intervention triad and its central role in achieving key outcomes for parents and children. Strategies for facilitating and expanding on parent-child interaction are described and applied.

Learning Outcomes

- Understand the purpose and structure of a triadic approach to achieving parent, child and dyadic goals
- Identify triadic strategies used by interventionists during interactions with parent-child dyads
- Suggest appropriate triadic strategies for facilitating dyadic interaction of specific parent-child dyads
- Discuss and provide alternatives for addressing dilemmas that may arise in using a triadic approach

Materials Needed for This Module:

1. Presenters Notes
2. Transparencies/Handouts 1-30
3. Transparency Scenarios (1-10)
4. Resource Handouts
5. Videotape (3 segments for Module 3)
6. transparency pen(s) and blank transparencies

Module 3

Do Unto Others: A Triadic Approach to Supporting Parent-Child Interaction

AGENDA-AT-A-GLANCE

Section	Minutes
I. *GETTING STARTED*	*25*
A. Introductory Activity	
B. Agenda, Purpose and Goals	
II. *THE TRIADIC STRATEGIES*	*60*
A. A Triadic Perspective	
B. Defining the Triadic Strategies	
C. Recognizing the Strategies in Action	
Break	*10*
III. *APPLYING THE TRIADIC STRATEGIES*	*55*
A. Making Them Real	
B. Building on Dyadic Strengths	
C Making a Match	
D. Rules of the Road	
IV. *TAKING IT HOME*	*30*
A. But What If ... ("resolving dilemmas")	
B. Summary of Key Ideas	
C Parent Voices	

Related Readings

McCollum, J. A., & Yates, T. Y. (1994). Dyad as focus, triad as means. Infants and Young Children, 6(4), 54-63.

Kalmanson, B., & Seligman, S. (1992). Family-provider relationships: The basis for all interventions. Infants & Young Children, 4(4), 46-52.

YALA Child Care Center (1994). Not telling young parents how to raise their children: Dilemmas of caregivers and parent group leaders at a program for out-of-school youth and their babies. Zero-to-Three, 14(4), 1-6.

Appendices

A. Activities for Additional Practice
B. Activities to Expand Competence
C. Pre-Post Assessment Dilemma

Resource Handouts

1. The PIWI Philosophy
2. The Triadic Strategies: Some Examples

PRESENTER'S NOTES

WHAT I'M LIKE: PARENTS AS OBSERVERS

"It was good to take things home and have two environments to try things out in. I was intrigued and showed my husband, 'Watch what happens.'"

Module 4

of

PIWI: A Relationship-Based
Approach to Early Intervention

PIWI Projects
Children's Research Center
University of Illinois
Urbana-Champaign, IL

This is the fourth of a set of 8 modules developed by The PIWI Projects, 61 Children's Research Center, 51 Gerty Drive, University of Illinois, Champaign, IL 61820, with funding from the Office of Special Education Programs, USDOE. PIWI was originally developed by Jeanette McCollum and Eva Thorp, Department of Special Education, and Lynne Rowan, Department of Speech and Hearing Science, through a personnel training grant from USDOE. Project TRIAD and PIWI Outreach do not necessarily reflect the views of the policies of that Department.

WHAT I'M LIKE: PARENTS AS OBSERVERS

Presenter's Introduction

Please read "Introduction to the PIWI Materials," located at the beginning of the Module 1 notebook, for an overview of the PIWI materials. The Introduction also contains guidance for using the modules effectively.

Purpose of This Module

This module describes the role of the Developmental Observation Topic (DOT) as the organizer for individual and group PIWI sessions. DOTS foster parents' understanding of their children's development and learning by providing a structure for planning the environment and for observing children's ongoing interactions with the physical and social environments.

Learning Outcomes

- Understand the relationships among developmental information, parents as developmental observers, parent-child interaction, and children's development and learning

- Understand the roles of the Developmental Observation Topic and Observation Focus in supporting parents' observations of their children

- Become familiar with the process of developing and using Developmental Observation Topics as a framework for planning

- Complete a Developmental Observation Topic (DOT) Plan

- Use the *PIWI Philosophy* to discuss dilemmas related to using a Developmental Observation Topics approach to supporting parent-child interaction

Materials Needed for This Module:

1. Presenter's Notes
2. Cover Transparency and Transparencies/Handouts 1-35
3. Transparency Scenarios 1-5
4. Videotape (3 segments for Module 4)
5. Resource Handouts
6. Transparency pen(s) and blank transparencies

Module 4

What I'm Like: Parents as Observers

AGENDA-AT-A-GLANCE

Section	Minutes
I. GETTING STARTED	*30*
A. Introductory Activity	
B. Making the Link	
C. Agenda, Purpose and Goals	
II. HOW DOTs WORK	*30*
A. Snapshot of a DOT in Action	
B. Introducing the DOT Plan	
III. DOT BASICS: BREAKING IT DOWN	*50*
A. Getting Ideas for DOTS	
B. Focusing the Observation	
Break	*10*
(Section III continued)	
C. Completing the DOT Plan	
IV. FROM TOPIC TO SESSION	*40*
A. Interweaving the DOT into a PIWI Session	
B. An Example	
V. TAKING IT HOME	*20*
A. But What If ... ? ("resolving dilemmas")	
B. Summary of Key Ideas	
C. Parent voices	

Related Readings

Conrad, B., Gross, D., Fogg, L., & Ruchala, P. (1992). Maternal confidence, knowledge, and quality of mother-infant interactions: A preliminary study. Infant Mental Health Journal, 13, 353-362.

Hunt, J.M., & Paraskevopoulos, J. (1980). Children's psychological development as a function of the accuracy of their mother's knowledge of their abilities. Journal of Genetic Psychology, 126, 285-298.

Miller, S.A., Manhal, M., & Mee, L.L. (1991). Parent beliefs, parental accuracy, and children's cognitive performance: A search for relations. Developmental Psychology, 27, 267-276.

Appendices

A. Activities for Additional Practice
B. Activities to Expand Competence
C. Pre-Post Assessment Dilemma

Resource Handouts

1. *PIWI Philosophy*
2. Sample DOT Plans
3. "What I'm Like"
4. Observing Developmental differences within a DOT
5. Examples: DOT Plans and Related Session Plans

PRESENTER'S NOTES

SETTING IT UP: CHARACTERISTICS OF PIWI ENVIRONMENTS

> *"We went from the "Hello Song" to playtime. We knew, and the kids got to know, what we were going to do. I think kids need routine, and once they got involved in that routine, they got to know what was next."*

Module 5

of

PIWI: A Relationship-Based
Approach to Early Intervention

PIWI Projects
Children's Research Center
University of Illinois
Urbana-Champaign, IL

This is the fifth of a set of 8 modules developed by The PIWI Projects, located at 61 Children's Research Center, 51 Gerty Drive, University of Illinois, Champaign, IL 61820. Funding is provided from the Office of Special Education Programs, USDOE. PIWI was originally developed by Jeanette McCollum and Eva Thorp, Department of Special Education, and Lynne Rowan, Department of Speech and Hearing Science, through a personnel training grant from USDOE. Project TRIAD and PIWI Outreach do not necessarily reflect the views of the policies of that Department.

SETTING IT UP:
CHARACTERISTICS OF PIWI ENVIRONMENTS

Presenter's Introduction

Please read "Introduction to the PIWI Materials," located at the beginning of the Module 1 notebook, for an overview of the PIWI materials. The Introduction also contains guidance for using the modules effectively.

Purpose of This Module

This module describes important elements of the PIWI environment and shows how these elements support the PIWI Philosophy during different segments of a parent-child group and an individual visit.

Learning Outcomes

- Understand the 4 elements of the PIWI environment and how they work together to support the purposes of different segments of a PIWI session
- Identify examples of environmental elements that support the purposes of different segments of the PIWI schedule
- Identify similarities and differences in purposes of the environment in parent-child groups and home visits
- Construct environmental matrices appropriate for children of different ages from birth-3
- Adapt environments to include children with specific disabilities
- Discuss and provide alternatives for addressing dilemmas that may arise with regard to PIWI environments

Materials Needed For This Module:

1. Presenter's Notes
2. Transparencies/Handouts 1-22
3. Transparency Scenarios 1-21
4. Resource Handouts
5. Videotape (2 segments for Module 5)
6. transparency pen(s) and blank transparencies

Module 5

Setting It Up: Characteristics of PIWI Environments

AGENDA-AT-A-GLANCE

Section	Minutes
I. GETTING STARTED	*15*
A. Introductory Activity	
B. Agenda, Purpose, and Goals	
II. CREATING RESPONSIVE PIWI ENVIRONMENTS	*15*
A. Thinking about Environments	
B. Defining the PIWI Environment	
III. THE ELEMENTS IN ACTION: USING THE ENVIRONMENTAL MATRIX	*60*
A. Introducing the Environment Matrix: A PIWI Group	
B. Expanding the Environment Matrix: A PIWI Home Visit	
Break	*10*
IV. PUTTING THE ENVIRONMENT TO WORK	*60*
A. Recognizing the Elements in Action	
B. Oops!	
C Matching Environments to Children's Development	
V. TAKING IT HOME	*20*
A. But what if.... ? ("dilemmas")	
B. Summary of Key Ideas	
C Parent Voices	

Related Readings

Caruso, D. A. (1988). Play and learning in infancy: Research and implications. Young Children, 43(6), 63-70.

Eliker, J., & Fortner-Wood, C. (1995). Research in review: Adult-child relationships in early childhood programs. Young Children, 51(1), 69-78.

Lowman, L. H., & Ruhmann, L. H. (1998). Simply sensational spaces: A multi-"S" approach to toddler environments. Young Children, 53(3), 11-17.

Zeavin, C. (1997). Toddlers at play: Environments at work. Young Children, 52(3), 72-77.

Appendices

A. Activities for Additional Practice
B. Activities to Expand Competence
C. Pre-Post Assessment Dilemma

Resource Handouts

1. *PIWI Philosophy*
2. Organizing Facilitators' Roles: Two Examples
3. Tips for Making Smooth Transitions
4. PIWI Checklist: Arranging the Environment
5. Activity Packet #1: Age-Environment Matrix Activity
    - Age-Environment Matrix
    - What I'm Like
    - Toy Inventory
6. Tips for Adapting PIWI Environments for Children with Disabilities

PRESENTER'S NOTES

CUTE IS NOT ENOUGH: PLANNING A PIWI SESSION

> *"The activities were specifically set up. They (the facilitators) had a set idea of what they were going to do and had the kids' needs in mind...activities that brought out their strengths. And the activities changed every week."*

Module 6

of

PIWI: A Relationship-Based
Approach to Early Intervention

PIWI Projects
Children's Research Center
University of Illinois
Urbana-Champaign, IL

This training module is the sixth of 8 modules developed by The PIWI Projects, 61 Children's Research Center, 51 Gerty Drive, University of Illinois, Urbana-Champaign, with funding from the Office of Special Education Programs, USDOE. PIWI was originally developed by Jeanette McCollum and Eva Thorp, Department of Special Education, and Lynne Rowan, Department of Speech and Hearing Science, through a personnel training grant from USDOE. Project TRIAD does not necessarily reflect the views of the policies of that Department.

CUTE IS NOT ENOUGH:
PLANNING A PIWI SESSION

Presenter's Introduction

Please read "Introduction to the PIWI Materials," located at the beginning of the Module 1 notebook, for an overview of the PIWI materials. The Introduction also contains information for using the module effectively.

Purpose of This Module

This module describes the PIWI Planning Process as it relates to planning parent-child group sessions and individual visits based on the PIWI Model.

Learning Outcomes

- Become familiar with the steps of the *PIWI Planning Process*
- Become familiar with forms used in planning parent-child groups and individual visits with families
- Understand how family interviews, the developmental observation topic, and elements of the environment become the basis of group and individual visit session plans
- Evaluate completed group and individual visit plans for consistency with the *PIWI Model*
- Complete plan forms for a PIWI parent-child group and for an individual visit with a family
- Discuss and provide alternatives for addressing dilemmas that may arise in developing a plan for a PIWI session

Special Notes to the Presenter

The PIWI Planning Process represents a "coming together" of many of the building blocks of the PIWI model, represented and taught in Modules 1-5. The planning process will be refined further in Module 7, in which participants will learn a process for embedding IFSP goals and outcomes into the planning process for children with disabilities and their families.

Module 6 should be used with the other modules in the set of 8. At a minimum, it should be used in conjunction with Module 1, which provides an overview of the PIWI Model and sets the stage for all of the other modules.

Both Modules 6 and 7 contain forms that the participants will be learning to use. You should become very familiar with these forms and how they fit together so that you can answer participants' questions. Our experience in teaching this content is that participants are at first overwhelmed, and then gradually come to see that the forms provide a very systematic, easily-used way to work through the process. Good knowledge of the forms on your part will greatly assist them in getting beyond their first reaction to seeing the forms.

At your discretion, relevant portions of Modules 6 and 7 may be combined to cover general planning and the embedding process for parent-child groups, or general planning and the embedding process for individual visits.

Materials Needed For This Module:

1. Presenter's Notes
2. Transparencies/Handouts 1-18
3. Transparency Scenarios 1-8
4. Resource Handouts 1-5
5. transparency pen(s) and blank transparencies

Module 6

Cute Is Not Enough: Planning a PIWI Session

AGENDA-AT-A-GLANCE

Section	Minutes
I. GETTING STARTED	*15*
A. Introductory Activity	
B. Agenda, Purpose, and Goals	
II. THE PIWI PLANNING PROCESS: A PARENT-CHILD GROUP	*70*
A. "The Dance"	
B. Planning a PIWI Group: An Example	
C. Treasure Hunt #1	
D. Putting It Together: Planning a Group	
Break	*10*
III. BECOMING MORE PERSONAL: PLANNING INDIVIDUAL VISITS	*55*
A. The Planning Process for Individual	
B. Making a Plan: A PIWI Home Visit	
C Treasure Hunt #2	
D. Contrasting Individual Visits and Group Sessions	
E Summary	
IV. TAKING IT HOME	*30*
A. But What If... ("resolving dilemmas")	
B. Summary of Key Ideas	
C. Parent Voices	

Related Readings

Bernheimer, L. P., & Keogh, B. K. (1995). Weaving interventions into the fabric of every day life: An approach to family assessment. Topics in Early Childhood Special Education, 15 (4), 415-433.

McBride, S., & Peterson, C. (1997). Home-based early intervention with families of children with disabilities: Who is doing what? Topics in Early Childhood Special Education, 17(2), 209-233.

Santos, R. M., Lignugaris/Kraft, B., & Akers, J. (1999). Tips on planning center time activities for preschool classrooms. Young Exceptional Children, 2(4), 9-156.

Appendices

A. Activities for Additional Practice
B. Activities to Expand Competence
C. Pre-Post Assessment Dilemma

Resource Handouts

1. *PIWI Philosophy*
2. Parent-Child Group Planning Process: Sample Forms and Completed Example (Stella and Ignacio)
    - Family Interview Guide
    - Family Interview Summary
    - Session Plan
    - Session Review
    - Individual Child Observation
3. Activity Packet #1: Developing a Parent-Child Group Plan (Robby & Jim)
    - Session Plan (work form)
    - What I'm Like

    (also use completed examples of the "Family Interview Summary" and "Session Review" from Resource Handout 2)

4. Individual Visits with Families: Sample Forms and Completed Example (Rose and Charlene)
    - Family Interview Guide
    - Session Plan
    - Session Review
5. Activity Packet #2: Developing a Home Visit Plan (Joshua & Becky)
    - Family Interview Guide
    - Session Plan (work form)
6. Complete set of blank planning forms (parent-child group and individual visits)

PRESENTER'S NOTES

THE NATURAL WAY: EMBEDDING INDIVIDUALIZED OUTCOMES AND STRATEGIES

> *"One of the facilitators would call me the day before and say, 'This is what we're doing' so that I could bring something or help with that. And that really made a difference. Because if I knew they were going to be painting, I could bring K's sponge. Then she could do that."*

Module 7

of

PIWI: A Relationship-Based Approach to Early Intervention

PIWI Projects
Children's Research Center
University of Illinois
Urbana-Champaign, IL

This training module is the seventh of a set of 8 developed by The PIWI Projects, 61 Children's Research Center, 51 Gerty Drive, University of Illinois, Urbana-Champaign, with funding from the Office of Special Education Programs, USDOE. PIWI was originally developed by Jeanette McCollum and Eva Thorp, Department of Special Education, and Lynne Rowan, Department of Speech and Hearing Science, through a personnel training grant from USDOE. Project TRIAD does not necessarily reflect the views of the policies of that Department.

THE NATURAL WAY: EMBEDDING INDIVIDUALIZED OUTCOMES AND STRATEGIES

Please read "Introduction to the PIWI Materials," located at the beginning of the Module 1 notebook, for an overview of the PIWI materials. The Introduction also contains guidance for using the modules effectively.

Purpose of This Module

This module presents an approach to addressing individual needs within the context of parent-child play and caregiving routines in parent-child groups or individual sessions. Emphasis is given to creating opportunities for learning and development by embedding goals and supportive strategies to address individual needs such as those that might be contained in the Individual Family Service Plan (IFSP).

Learning Outcomes

- Identify play and caregiving routines in which individualized learning opportunities could be easily and naturally included
- Understand the purposes and benefits of an embedding approach to addressing individual needs
- Draw from multiple sources of information (e.g., parent interview, IFSP) to determine individual child needs and intervention strategies to be embedded within the PIWI session
- Develop an embedding matrix that includes individualized learning opportunities directed toward specific child outcomes
- Become familiar with how an embedding matrix is used to update child progress on embedded goals
- Use the *PIWI Philosophy* to provide alternative solutions to practical and ethical "dilemmas" that may arise in using embedding in group and home settings

Special Note to the Presenter

As explained in the "Special Note to the Presenter" included in Module 6, PIWI planning represents a "coming together" of many of the building blocks of the PIWI Model, represented and taught in Modules 1-5. The planning process is further refined in Module 7, in which participants learn a process for embedding IFSP outcomes into the planning process for children with disabilities.

Module 7 should be used with other modules in the set of 8. At a minimum, it should be used in conjunction with Module 1, which provides an overview of the PIWI Model and sets the stage for all of the other modules, and with Module 6, upon which it builds.

At the trainer's discretion, relevant portions of Modules 6 and 7 may be reorganized and combined to cover planning and embedding for parent-child groups, or planning and embedding for individual visits.

In this Module, the terms "outcomes" and "goals" are used to refer to child and family outcomes and goals contained on the Individual Family Service Plan (IFSP). Terminology may vary across states. Trainers should be prepared to clarify terminology as appropriate to each group of participants.

Materials Needed For This Module:

1. Presenter's Notes
2. Transparencies/Handouts 1-33
3. Transparency Scenarios 1-5
4. Videotape (2 segments for Module 7)
5. Resource Handouts 1-5
6. transparency pen(s) and blank transparencies

Module 7

The Natural Way: Embedding Individualized Outcomes and Strategies

AGENDA-AT-A-GLANCE

Section	Minutes
I. GETTING STARTED	*20*
A. Introductory Activity: Making It Real	
B. Embedding and the PIWI Model	
C. Agenda, Purpose, and Goals	
II. EMBEDDING: DEFINITION AND RATIONALE	*30*
A. Everyday Routines: Where Development "Happens"	
B. Embedding-in-Action	
C. Definition of Embedding	
III. INDIVIDUAL OUTCOMES IN THE PIWI GROUP	*35*
A. Reviewing the Group Planning Process	
B. Embedding IFSP Outcomes into Group Planning	
Break	*10*
C. Practicing: Robby and Jim Join the Group	*30*
IV. EMBEDDING INTO HOME SETTINGS	*40*
A. Expanding the Individual Visit PIWI Planning Process	
B. Practicing: Joshua and Becky at Home	
V. TAKING IT HOME	*15*
A. But What If ... ? ("resolving dilemmas")	
B. Summary of Key Ideas	
C. Parent Voices	

Related Readings

Cripe, J. W., & Venn, M. L. (1997). Family-guided routines for early intervention services. *Young Exceptional Children*, 1(1), 18-26.

Schwartz, I. S., Billingsley, F. F., & McBride, B. M. (1998). Including children with autism in inclusive preschools: Strategies that work. Young Exceptional Children, 1(2), 19-26.

Kaiser, A. P., Hancock, T. B., & Hester, P. P. (1998). Parents as cointerventionists: Research on applications of naturalistic language teaching procedures. Infants & Young Children, 19(4), 46-55.

McCormick, L., & Feeney, S. (May 1995). Modifying and expanding activities for children with disabilities. Young Children, 10-17.

Schuck, L. A., & Bucy, J. E. (1997). Family rituals: Implications for early intervention. Topics in Early Childhood Special Education, 17(4), 477-493.

Appendices

A. Activities for Additional Practice
B. Activities to Expand Competence
C. Pre-Post Assessment Dilemma

Resource Handouts

1. *PIWI Philosophy*
2. Embedding in a Parent-Child Group: Sample Forms and Completed Example (Joshua & Becky)
    - Family Interview Guide
    - Individual Embedding Matrix
    - Family Interview Summary
    - Group Embedding Matrix
    - Session Plan
    - Session Review
    - Individual Child Observation
    - Individual Embedding Matrix (updated)
3. Activity Packet #1 (Robby and Jim)
    - Family Interview Guide
    - Family Interview Summary
    - Individual Embedding Matrix
    - Group Embedding Matrix
    - Session Plan
    - Guidelines for Choosing Embedding Routines
    - Selected Intervention Strategies for Embedded Outcomes
4. Embedding in an Individual Visit: Sample Forms and Completed Example (Rose & Charlene)
    - Family Interview Guide

- Home Embedding Matrix
- Session Plan
- Let's Do It Together
- Session Review

5. Activity Packet #2 (Joshua & Becky - home visit)
   - Family Interview Guide
   - Home Embedding Matrix
   - Session Plan
   - Let's Do It Together
6. Sample embedding forms (group and individual visit)
   a. group forms (Group Embedding Matrix, Individual Embedding Matrix)
   b. individual forms (Home Embedding Matrix, Let's Do It Together)

PRESENTER'S NOTES

TOGETHER WE CAN: ENHANCING PIWI RELATIONSHIPS THROUGH TEAMWORK

> *"In order for my child to participate . . . well, you know things and I know things and we have to work together."*

Module 8

of

PIWI: A Relationship-Based Approach to Early Intervention

PIWI Projects
Children's Research Center
University of Illinois
Urbana-Champaign, IL

This training module is the last of a set of 8 modules developed by The PIWI Projects, 61 Children's Research Center, 51 Gerty Drive, University of Illinois, Urbana-Champaign, with funding from the Office of Special Education Programs, USDOE. PIWI was originally developed by Jeanette McCollum and Eva Thorp, Department of Special Education, and Lynne Rowan, Department of Speech and Hearing Science, through a personnel training grant from USDOE. Project TRIAD does not necessarily reflect the views of the policies of that Department.

TOGETHER WE CAN:
ENHANCING PIWI RELATIONSHIPS THROUGH TEAMWORK

Please read "Introduction to the PIWI Materials," located at the beginning of the Module 1 notebook, for an overview of the PIWI materials. The Introduction also contains guidance for using the modules effectively.

Purpose

This module illustrates the importance of teamwork for accomplishing PIWI's key outcomes. Emphasis is given to team roles and processes as they apply to implementing the components of the PIWI Model.

Learning Outcomes

- Understand the importance of team roles for implementing the *PIWI Model*
- Identify the contributions of defined roles and of decision making, problem solving and team development processes to creating and maintaining an effective team
- Identify direct and indirect strategies for including parents as partners in fulfilling team functions
- Examine own contributions to teamwork
- Implement strategies for examining team process
- Use the *PIWI Philosophy* to provide alternative solutions to practical and ethical dilemmas that may arise in using the PIWI approach to teaming

Special Note to the Presenter

Prior to the beginning, you will need to prepare packets for the Introductory Activity. Each team member will receive one of the three sets of instructions, with all members of the team receiving the same set. Each *team member will also receive an envelope containing contact paper cut into squares; various materials that will stick to contact paper such as pieces of construction paper, pieces of fabric, scrapes of paper, cotton balls, etc. Make sure to prepare enough materials for each individual to receive a set of materials, in addition to the instructions for their team. The only difference between teams will be the instructions that the members receive. INSTRUCTIONS FOR THE TEAMS APPEAR ON THE NEXT PAGE.*

Materials Needed For This Module:

1. Presenter's Notes
2. Packets for the Introductory Activity (see above)
3. Cover Transparency and Transparencies/Handouts 1-32
4. Transparency Scenarios 1-4
5. Resource Handouts 1-3
6. transparency pen(s) and blank transparencies

Module 8

Together We Can:
Enhancing PIWI Relationships
Through Teamwork

AGENDA-AT-A-GLANCE

Section	Minutes
I. GETTING STARTED	*30*
A. Introductory Activity: Making It Real	
B. The Team as a Building Block	
C. Agenda, Purpose, and Goals	
II. WHAT MAKES PIWI TEAMS "WORK"?	*30*
A. What PIWI Teams Do	
B. Components of Effective PIWI Teams	
III. STRATEGIES OF EFFECTIVE PIWI TEAMS	*70*
A. Sharing Our Knowledge and Skills	
B. Making Decisions as a Team	
Break	*10*
(continue Section III)	
C. Solving Problems	
D. Team Functions: Who Does What to Make It Work?	
IV. GROWING AS TEAMS	*45*
A. Becoming a Team: Stages of Team Development	
B. Getting Better as a Team	
V. TAKING IT HOME	*15*
A. But What If . . . ("resolving dilemmas")	
B. Summary of Key Points	
C. Parent Voices	

Related Readings

Garland, C. W. (1994). World of practice: Early intervention programs. In H.G. Garner & F.P. Orelove (Eds.), Teamwork in human services: Models and applications across the life *span* (pp. 89-113). Newton, MA: Butterworth-Heinemann.

McCollum, J. A. & Hughes, M. (1988). Staffing patterns and team models in infancy programs. In J. Jordan, J. Gallagher, M. Karnes & P. Hutinger (Eds.), Early childhood special education: Birth-3 (pp. 128-146). Reston, VA: Council for Exceptional Children.

McGonigel, M. J., Woodruff, G., & Roszmann-Millican, M. (1994). The transdisciplinary team: A model for family-centered early intervention. In L.J. Johnson, R.J. Gallagher, M.J. LaMontagne, J.B. Jordan, J.J. Gallagher, P.L. Hutinger, & M.B. Karnes (Eds.), Meeting early intervention challenges: Issues from birth to three (2nd ed., pp. 95-131). Baltimore, MD: Paul H. Brookes Publishing.

(Note to the Presenter: For additional information on training for teaming, see Garland, C.W., & Frank, A. (1997). In P.J. Winton, J.A. McCollum, & C. Catlett (Eds.), Reforming Personnel Preparation in Early Intervention: Issues, Models, and Practical Strategies (pp. 363-392). Baltimore, MD: Paul H. Brookes Publishing.)

Appendices

A. Activities for Additional Practice
B. Activities to Expand Competence
C. Pre-Post Assessment Dilemma

Resource Handouts

1. *PIWI Philosophy*
2. Sample Forms for Team Building
3. Case Vignette: Growing as a Team

Appendix C

Presenter's Introduction

PRESENTER'S INTRODUCTION

PIWI: A Relationship-Based Approach to Early Intervention

A TRAINING CURRICULUM FOR EARLY INTERVENTION PERSONNEL (birth-3)

A Series of Eight Training Modules

Project TRIAD
PIWI Projects
Children's Research Center
University of Illinois
Urbana-Champaign, Illinois

Suggested Citation
PIWI: A Relationship-Based Approach to Early Intervention. A Training Curriculum for Early Intervention Personnel, Birth-3. Champaign, IL: Early Childhood Projects, Children's Research Center: University of Illinois.

This set of 8 training module was developed by The PIWI Projects, 61 Children's Research Center, 51 Gerty Drive, University of Illinois, Urbana-Champaign, with funding from the Office of Special Education Programs, USDOE. PIWI was originally developed by Jeanette McCollum and Eva Thorp, Department of Special Education, and Lynne Rowan, Department of Speech and Hearing Science, through a personnel training grant from USDOE. Project TRIAD does not necessarily reflect the views of the policies of that Department.

Acknowledgements

The production of these materials was made possible through Project TRIAD, funded by the U.S. Department of Education, Office of Special Education Personnel (###). Over the past 15 years, the PIWI Model has generated a great deal of interest among early interventionists and among faculty interested in preparing future early intervention personnel. OSEP's support has made it possible for us to share PIWI widely.

Many people have contributed to these materials, and to all we give our thanks. Over the years, numerous graduate students have served as PIWI facilitators or supervisors, and many families have participated in the groups that they provided. All contributed to the beginnings of many of our training ideas and materials. Their enthusiasm for what they experienced in PIWI also provided the impetus for this project. More recently, a number of graduate students served as staff to the project, and assisted in developing the modules. These included several "generations" of master's students: Celia Priebe, Sung Yoon Lee, Lynette Morgan, Sara Cain, Shana Saunders, and Kiersten Crafton. We particularly want to thank doctoral students Dolores Appl, Deborah Bruns, Yu-Jun Chen, Alina Reznitskaya,, Tierra Tivis, Lisa Treul, and Susan Yorde for their substantive contributions to these materials. Our Curriculum Consultant, Susan McBride, and our Advisory Committee (Camille Catlett, Becky Cook, Dee Gethmann, Lynne Rowan, Susan Maude, and Eva Thorp), helped us examine our goals and our assumptions. Eva and Lynne also deserve special recognition as co-originators of the PIWI Model. We also want to thank the parents and early intervention staff who participated in our field tests and provided useful suggestions for improving the materials.

Special thanks go to the parents and children who provided us with the videotaped segments and Transparency Scenarios that are used liberally throughout these materials. The project would not have been possible without them!

Throughout the process of developing the materials, we worked closely with Tweety Yates, Director of the PIWI Outreach Project. Her help has been invaluable. Jason Smith contributed by helping us translate our ideas into visuals. Finally, we thank all of those who participated in our field-test process by attending sessions in which we used the still-emerging materials, by reviewing the materials, or by using the materials in their own work.

Presenter's Introduction to the PIWI Training Materials

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References

These resources provide additional information about PIWI's theoretical underpinnings and its use in personnel training:

Rowan, L. E., Thorp, E. K., & McCollum, J. A. (1990). An interdisciplinary practicum for infant-family related competencies in speech-language pathology and audiology. Infants and Young Children, 3(2), 58-66.

Rowan, L. E., McCollum, J. A., & Thorp, E. K. (1993). Collaborative graduate education of future early interventionists. Topics in Language Disorders, 14(1), 72-80.

McCollum, J. A., & Bair, H. (1994). Research in parent-child interaction: Guidance to developmentally appropriate practice for young children with disabilities. In B. L. Mallory & R. S. New (Eds.), Diversity and developmentally appropriate practice: Toward more inclusive theory, practice, and policy. New York: Teacher's College Press.

McCollum, J. A. & Yates, T. (1994). Dyad as focus, triad as means: A family-centered approach to supporting parent-child interactions. Infants and Young Children, 6 (4), 54-63.

McCollum, J. A., Rowan, L. E., & Thorp, E. K. (1994). Philosophy as framework in early intervention personnel training. Journal for Early Intervention, 18(2), 216-226.

McCollum, J. A., & Stayton, V. D. (1996). Interdisciplinary training of early childhood special educators. In Widerstrom, A., & Bricker, D. (Eds.), Preparing personnel to work with infants and young children and their families: A team approach (pp. 67-90). Baltimore: Paul H. Brookes.

McCollum, J. A., & Hemmeter, M. L. (1997). The effects of intervention on parent-child interaction when young children have disabilities. Guralnick, M. J. (Ed.), The effectiveness of early intervention: Second generation research (pp. 549-576). Baltimore: Paul H. Brookes.

Fish, B., & McCollum, J.A. (1997). Building a clinically relevant picture of attachment from case study observations in a parent-infant play group. Child and Adolescent Social Work Journal, 14(3), 151-170.

Appl, D., Gooler, F., & McCollum, J.A. (1997). Inclusive parent-child play groups. Infant-Toddler Intervention: The Transdisciplinary Journal, 7(4), 235-250.

McCollum, J.A., & Yates, T. (1998). Cross-cultural perspectives on approaches to parent-infant intervention interaction. Champaign, IL: CLAS Project, University of Illinois.

McCollum, J.A., Ree, Y., & Chen, Y. (in press). Interpreting parent-infant interaction: Perceptions of Caucasian and Korean parents. Infants & Young Children.

PRESENTER'S INTRODUCTION TO THE PIWI TRAINING MATERIALS

BRIEF OVERVIEW OF THE PIWI MODEL

What Is PIWI?

"PIWI" stands for "Parents Interacting With Infants. PIWI is a systematic way of thinking about early intervention. PIWI's core premise is that early development occurs within the context of the family and primary attachment relationships; this context therefore provides the most appropriate context for early intervention.

The *PIWI Model* is based on specific beliefs about the nature of children, families, and intervention. The most fundamental of these beliefs is that the most important environment for learning and development is the parent-child relationship. All of the beliefs on which the *PIWI Model* is based are articulated in the *PIWI Philosophy.* These were drawn from principles of developmental, family-centered, interdisciplinary practice, and reflect solid theory, research, and recommended practice in early intervention.

PIWI started in the mid-1980s as an interdisciplinary effort by faculty who wanted to better prepare their students for future roles in early intervention settings, birth-3. New knowledge about early development within the context of the parent-child relationship and daily environments was emerging rapidly. The new field of early intervention was developing values and practices grounded in that research and in research on family development and interdisciplinary teams. PIWI was first developed as a site in which to train future early intervention personnel. Subsequently, PIWI evolved into a model for service delivery, applicable to both parent-child groups and individual visits with families. In our own work, we used this model to provide services to an array of children and families (e.g., those with and without disabilities, those with adolescent parents), and in a wide variety of settings (e.g., park district, university). PIWI also has been implemented in whole or in part by many programs receiving training from our staff. The most extensive training has been provided through "PIWI Outreach," funded as an Outreach Project through the U.S. Department of Education.

PIWI is primarily a philosophy and a process, supported by specific program materials and procedures. The philosophy and theory underlying PIWI apply across all aspects of early intervention, whereas PIWI's specific guidelines and practices apply directly to implementing the model within parent-child groups and individual visits. PIWI's primary purpose is to help develop an optimal environment for children's development and learning.

PIWI is designed to achieve three key outcomes with infants and toddlers and their primary caregivers:

- **Competence**
  Children should have opportunities to demonstrate and expand their competence in exploring their environment and interacting with others. Parents should have opportunities to demonstrate and expand their knowledge and skills as parents. Facilitators, who are professionals from various disciplines, should have opportunities to demonstrate and expand their knowledge and skills as applied to families and young children.

- **Confidence**
  Children, parents, and facilitators should feel confident and effective in what they do and in their ability to grow, and feel comfortable in the intervention setting and in trying new things.

- **Mutual Pleasure**
  Parents and children should have opportunities to enjoy being together. Mutual enjoyment and pleasure in one another's company can strengthen parent-child relationships. Ways of interacting that are mutually pleasurable may carry over to relationships outside the intervention setting. Parents and facilitators should also find pleasure in their interactions with one another.

To accomplish these outcomes, the *PIWI Model* is organized into eight components, or "building blocks." These include:

- **PIWI Philosophy**
  The *PIWI Philosophy* is the foundation upon which all the other components are built. The Philosophy links the components or "blocks"

together in a way that guides how facilitators think about the services that they provide for children and families.

- **Dyadic Relationships**

This block represents the parent-child dyad. The word "dyad" means "two people." The most important dyad in the *PIWI Model* is the parent and child. The primary goal of PIWI is to support and enhance the interactions of this dyad.

- **Triadic Relationships**

In PIWI, the term "triad" means "three people." It refers to the intervention triad, which includes the parent, child, and PIWI facilitator.

- **Developmental Observation Topics**

Every PIWI session, whether it be a parent-child group or an individual visit, is organized around a developmental observation topic. Topics are selected to highlight children's competencies, interests, and characteristics. They also respond to parents' interests and concerns. The topic is used to guide parents' observations and interpretations of their children's characteristics and development.

- **Environments**

PIWI environments include the schedule, materials, equipment, space, and facilitator roles. In PIWI, each of these elements of the environment are designed to support children's exploration and engagement within the context of parent-child interactions during interaction routines common in everyday natural environments.

- **Planning**

PIWI facilitators systematically plan each session, using elements of the environment to support the developmental topic and to engage all dyads in developmentally appropriate social and object interaction.

- **Individualizing**

Individual goals and outcomes identified by parents are embedded within the plan. These include outcomes that parents want for themselves and their children and may include specific goals and outcomes from the Individualized Family Service Plan.

- **Facilitator Team**

The PIWI team includes two or more facilitators, often from different disciplines, who interact with one another to plan, implement, and debrief a PIWI group or home visit session.

PIWI is not a curriculum. It is a philosophy and a process. Because it is based on current knowledge and theory in child and family development, PIWI is adaptable to families with a wide range of characteristics. Nevertheless, implementing PIWI with individual families should be based on a careful consideration of individual beliefs and values and their match with the beliefs and values underlying the model. To accomplish this, early interventionists must learn to "suspend" their own beliefs and values about children and families, and to listen to what each family says about its relationships and roles with its children, and about its preferences for services.

How a PIWI Session Works

Every PIWI session is organized around the 8 building blocks outlined above. PIWI is designed to be implemented in either of two ways: (a) as parent-child groups, or (b) in individual visits with families, including those that occur in the home or in a clinic or center-based setting. Each parent-child group session lasts 1 1/2 hours. A typical group of parents and children in a parent-child group will consist of about 8 dyads who will meet weekly for 8-12 weeks. Each group may include children with and/or without disabilities, and may include parents who are very homogeneous or very heterogeneous in their characteristics and backgrounds. When implemented in an individual visit format, the session lasts for an hour. The model is appropriate for any parent and child, including those dyads in which the child has a disability, or those in which the child's development is at risk due to biological or environmental conditions.

PIWI as a Natural Environment for Children with Disabilities

The *PIWI Model* provides a way to build on the most natural of all environments during the birth-3 period: those in which parents and children interact with one another and with others during their everyday routines at home and in the community. Parent-child groups based on the *PIWI Model* can be used by schools, by early intervention programs, by park districts, and many others as a setting in which to bring together children with and without disabilities and their parents. PIWI was originally developed as an inclusive group, and is compatible with the principles of inclusion and achievement of natural environments. However, it can also be used with parents who do not choose to participate in inclusive groups. What is important is that children with disabilities and their parents have opportunities to enjoy and benefit from the same environments as those available to and enjoyed by children without disabilities and their families.

What Parents Say about PIWI

In a follow-up of the original parent-child groups, and more recently through evaluation of PIWI Outreach replication sites, we have gathered parent's views of PIWI. Their words are interwoven throughout the training modules. Illustrative quotes are shown below:

" (We have) good memories of PIWI. For us it's been the basis to build on for future interactions and for preschool. It's been very positive in many ways."

"All the parents encouraged all of the kids and talked with them. It was a very nurturing atmosphere. If he didn't know what to do, someone would help him...And the children were never out of sight. If a child did something wrong, it was the parent who helped him".

"You set goals for what you would be looking for throughout the evening. It was more, "Let's see how they do things," rather than strictly come here and play. More structured. I had an idea what I was supposed to do with him from the discussion beforehand and the wrap-up after".

"I liked the discussion because the comments I made were acknowledged, even though the things my kid was doing were different from what someone else's kid was doing. When the facilitator would say, 'how do you find your child communicating?', and I could discuss ways that he was communicating that might be completely different from theirs, but my answers were still acknowledged".

"....they (the PIWI facilitators) provided a lot of environmental stimulus, but they didn't come in and take over the children. So, you interacted with your own child. It was very easy to be involved with your child".

HOW THE MODULES WERE DEVELOPED

Background

PIWI was first developed as part of a university practicum in which graduate students from different disciplines worked together to implement parent-child groups based on research and theory in early intervention (refs). Over the course of 12 years, materials were developed for use in this training process. During this time, many other universities expressed interest in developing a similar practicum model for their own students. In addition, as the intervention model itself grew and became more systematic, interest grew in the intervention model itself.

To meet these needs, we applied for and received funding that would allow us to put time and effort into assisting others to learn about and implement the *PIWI Model*.

Training Approach

The PIWI modules are based on principles of adult learning. Each module includes content and activities that lead participants from awareness to knowledge and skills. Each module also includes activities to foster understanding of the values that underlie the *PIWI Model*. The different components of PIWI are grounded in particular sets of values and theoretical frameworks. Didactic content is interspersed with "discovery" activities based on self-assessment, case vignettes, and videotape analysis. Small groups are used for discussion and sharing, as well as for completing application activities. Videotapes and Transparency Scenarios are used liberally throughout, and provide opportunities to engage in analysis and practice of the content. Themes that underlie the model are reinforced throughout in order to build a deepening understanding of how the components of the model work together in providing services based on the model.

Each module begins with a "bridger" activity designed to help participants link the main points of the module to their own knowledge and emotional experience. In addition, each module begins and ends with quotations from parents that illustrate their thoughts about the particular component being covered in the module. Within each module, content is sequenced to lead from awareness to application. Toward the end of each module, participants are asked to think about dilemmas that might arise in using what they have learned in field situations: the process used provides them a way of thinking about issues that may arise later, and helps them to get beyond the "but I can't do this because" syndrome by using a collaborative problem solving process.

Finally, each module contains ideas for additional activities that can be used to move participants beyond the modules. Some of these are most relevant for preservice education, and can be used in the form of assignments. Others will be useful for assisting current early interventionists to examine and change their own practice.

Qualifications of Trainers

It is assumed that trainers have good familiarity with early intervention programs in their community and state. Trainers also should be knowledgeable about recommended practice in early intervention, as described in early intervention research and theory. Finally, it is important that trainers ascribe to the underlying values represented in the *PIWI Philosophy*. Trainers should be come very familiar with the model and should thoroughly understand how the *PIWI Philosophy* undergirds and guides all aspects of the model. Segment 5 of the videotape from the first module presents an overview of the model, and provides a good initial introduction to the model.

It is also assumed that trainers have expertise in using the training approaches that are a part of these modules. It is especially important that the trainer be comfortable with "inductive" training approaches in which participants are led from their own experience to an understanding of the practices used in PIWI.

Each module is designed to take 3 hours. However, trainers who are more familiar with the material could easily take longer. For instance, while the PIWI modules do not take the place of classes in child development, curriculum, families, or teaming, all of these are a part of the *PIWI Model* ... the more familiar the trainer feels with this content, the more likely that additional information will be integrated into the modules.

Field Testing

Multiple steps were undertaken to ensure that these modules would be usable by their intended audiences while at the same time remaining true to the underlying premises on which PIWI is based:

- first, draft versions of each module were presented to a small "local" group of early intervention staff, parents, and faculty. As we taught, we asked participants to discuss and dissect our training approach and to provide ideas for improving the module.
- second, each (revised) module was taught at least twice in different parts of the state. Sessions were advertised through our mailing list and through the statewide early childhood inservice network. Participants in these sessions provided written evaluation and feedback. In addition, we developed an evaluation system based on analysis of "big ideas" to determine whether participants were understanding the values and information represented in the modules. We also presented the modules

in multiple sessions at national conferences, and collected written evaluation and feedback.

- third, the modules as a whole were used as the basis for an early intervention course on our own campus. Substantial portions of the materials were also used by faculty from two other universities, and individual modules were used in coursework by faculty from three additional universities. Students in all of these settings provided written evaluation of the modules. In addition, for our own students, we developed an evaluation system designed to determine whether they could apply the values and information represented in the modules to typical dilemmas that arise in implementing any early intervention model.

As we received comments from trainers and participants involved in the activities above, we revised the modules to clarify misunderstandings, to make the modules more interesting, and to make the information and skills more usable across a variety of early intervention settings.

What Early Interventionists Say about PIWI

Approximately 500 inservice participants and 100 college students participated in the field tests of these modules. Typical comments from early interventionists trained in our sessions included:

What I learned from PIWI was ... "Stay positive; share developmental information within the context of play in a reinforcing manner. Parents appreciate the information I give them, but I know I could do a better job affirming their gifts."

Another commented ... "Keep the focus on the parent-child dyad -- not to rush in and work directly with the child."

Another interventionist noted ... I hope to "spend (more) time looking at IFSP gals and (remember) how easily they can be embedded in play. This is not so overwhelming as I thought it would be."

What Faculty and Other Trainers Say about the PIWI materials:

Typical comments from faculty and other trainers using the modules as part of the field-test process include:

"The Building Blocks serve as a strong mental model to aid the audience in remembering the 8 components."

"I found the videotapes to be one of the highlights of the module. Seeing points of interaction illustrated with "real people" was most complimentary."

"Easy to follow and gave me the information I needed."

USING THE PIWI MODULES

Purpose and Audience

These materials are designed to be used by higher education faculty and other experienced trainers interested in preparing early intervention professionals who base their practice on current research, theory, and recommended practice. The materials teach a specific model of early intervention, the *PIWI Model*. PIWI (Parents Interacting with Infants) is a relationship-based approach to early intervention. It is appropriate for both parent-child groups and for individual visits with families that occur in clinic, center, or the family's home.

There are two primary audiences for the training delivered through these materials. One is college students preparing for careers in which they will work with infants and toddlers and their families. To be most effective, these students will have had some exposure to early intervention sites, or will be simultaneously completing practica in early intervention. The other primary audience is currently working interventionists. PIWI was developed in a site in which the PIWI facilitators functioned as an interdisciplinary team, and the content of the modules is applicable across the disciplines that work in early intervention.

Description of the PIWI Modules

The PIWI training materials are organized into eight 3-hour modules, each representing one of the eight components ("building blocks") of the *PIWI Model*. Each module is contained within a separate notebook. A list of the modules and their purposes is shown below.

Module	Purpose
1. Believing is Doing: Philosophy to Practice	Illustrates the *PIWI Model* as implemented in parent-child groups, with an emphasis on the *PIWI Philosophy* as the guiding component of the *PIWI Model*

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2. You Do, I Do, We Do: Dyadic Relationships	Introduces characteristics of adult-child interaction thought to support optimal development in birth-3 year olds, and discusses their applicability as intervention strategies
3. Do Unto Others: A Triadic Approach for Supporting Parent-Child Interaction	Introduces triadic strategies used by facilitators for fostering parent-child interaction that achieves the key PIWI outcomes of competence, confidence, and pleasure in one another
4. What I'm Like: Parents as Observers	Provides an approach for supporting parents' observations of their children within the context of parent-child interaction and play
5. Setting It Up: Characteristics of PIWI Environments	Outlines the characteristics of the PIWI environment throughout the segments of two natural environments, parent-child group and home visits, based on the *PIWI Model*
6. Cute Is Not Enough: Planning a PIWI Session	Provides a planning process and forms, for obtaining parent views, setting up a plan incorporating these views, and reviewing implementation in relation to these plans and to the key PIWI outcomes
7. The Natural Way: Embedding Individualized Outcomes and Strategies	Builds on the PIWI Planning Process by demonstrating how to embed goals and outcomes from the IFSP into daily routines and parent-child interaction
8. Together We Can: Enhancing Relationships through Teamwork	Provides a team process that supports PIWI planning and implementation

Each of the printed modules contains the following sections:

- **Presenter's Notes** - These notes provide detailed directions for conducting each 3-hour session. It is assumed that while the presenter has no knowledge of PIWI, he or she does hold the same values with respect to early intervention that underlie the model.

- **Transparencies** - All transparency masters needed to teach the module are included in this section.

- **Handouts** - The Handouts section contains a complete handout packet for participants in the training, in the order in which they will be needed. Many of these handouts duplicate the Transparencies, and are provided for note-taking. Other handouts are used by participants during the activities. The presenter should make a copy of these handouts for each participant.

- **Resource Handouts** - The Resource Handouts at the end of many of the modules contain materials that the participants will need to complete the activities, as well as resources that they may find useful as they implement all or portions of the *PIWI Model* (e.g., blank forms; "tips"). These resources are organized into sections, and are arranged in the order in which they will be needed. The presenter should make a copy of these handouts for each participant.

Additional features in the majority of the modules include:

- **Transparency Scenarios** - The Transparency Scenarios are high-quality prints of pictures taken during PIWI sessions, and are used to illustrate the points being made in the presentation. Transparency Scenarios are used in Modules 1, 3, 4, 5, 6, 7, and 8.

- **Videotapes** - Videotape segments are used to provide examples of points being made in the presentation or as opportunities for analysis and skill building. For ease of use, segments are color-coded to the appropriate module, using transition markers that also identify the module and segment number. Each of these transition markers lasts for approximately 30 seconds, allowing plenty of transition time. Videotapes are used in Modules 1 (blue), 2 (red), 3 (dark green), 4 (orange), 5 (light green), and 7 lavendar).

Some of the videotape segments were filmed specifically for the purpose of these modules, whereas others were drawn from past years of implementing parent-child groups. The same is true of the Transparency Scenarios used in the modules. It is important to note that both the segments and the Scenarios have been selected to illustrate particular points, and are often used out of the context in which they were filmed. The point of these visual aids is to stimulate thought and discussion – in no case is it appropriate to pass judgment on the children, families, or facilitators represented.

The **Appendices** to each module contains activity or assignment ideas for expanding on the content covered in the module. Appendix A includes ideas for additional practice or additional opportunities to clarify or practice concepts. Appendix B, in contrast, includes ideas for achieving deeper and more complex learning, and will be helpful for more sophisticated audiences or for use in conjunction with ongoing consultation or supervised practice. Appendix C contains a "Dilemma" that can be used for the purposes of pre/post assessment of learning based on the particular module.

The 8 modules in this series are designed to be used as a series. The knowledge and values presented in Module 1 are prerequisite to each of the other modules. Further, the information and skills presented in successive modules build upon one another. Nevertheless, the modules may be combined in different ways, to accomplish different purposes, as shown below:

Contact Hours	Module(s)	Outcome
3 hours	Module 1	Acquaintance with the 8 building blocks of the *PIWI Model* and what they look like within the context of a parent-child group
12 hours	Modules 1, 2, 3, 4	Understanding of the core underpinnings of the relationship-based focus of PIWI and how they are put into practice
6 hours	Modules 1, 2	Understanding of how characteristics of parent-child interaction support children's development and parent-child relationships

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6 hours	Modules 1, 3	Understanding of how interactions between the interventionist and the parent-child dyad support children's development and parent's sense of competence and confidence
6 hours	Modules 1 and any of: 5, 6, 8	Understanding of the nuts and bolts that underlie implementation of the *PIWI Philosophy*
9 hours	Modules 1, 6, 7	Understanding of the process used to embed IFSP goals and outcomes into parent-child groups or individual visits
24 hours	All modules	Understanding and skill in implementing all of the components of the *PIWI Model*

Each of the 8 modules is three hours in length, with a 10-minute break approximately half way through. The modules are useful for either a workshop or course-based format. For use in inservice training, they may be combined in any of the ways suggested above. In preservice training, they can be integrated into an existing course or used in an intensive (e.g., weekend) format.

The modules also provide useful preparation for an early intervention setting or a practicum experience where participants can apply what they are learning. For example, PIWI Outreach training often relies on initial presentation of Module 1 prior to the start of a parent-child group, and then use of the other modules for more in-depth training on specific components once the PIWI approach is underway. Similarly, the modules can be spaced out over the course of an early intervention practicum based on the model.

Preparing to Teach a PIWI Module

In preparation for teaching a PIWI Module, presenters should become very familiar with the content and procedures outlined in the Presenter's Notes. A review of Segment 5, Module 1 of the videotape may also be helpful.

Copies of each of the following will need to be prepared, using the master copies provided:

1. Transparencies

2. Transparency Scenarios
3. Handouts
4. Resource Handouts

Any of these materials may be copied as long as proper credit is given to the PIWI Projects.

SPECIAL CONSIDERATIONS IN USING THESE MODULES

Cultural Validity

Every early intervention program is based on particular assumptions about how young children develop and learn. The values and practices used in the *PIWI Model* are grounded in recent literature in the areas of parent-child, family-centered practice, and child development. Nevertheless, this literature reflects primarily Western ways of thinking about development, parenting, and service delivery. Across cultures, values and ideas about development and parenting may differ. For example, "playing" with infants is not valued across cultures. Ideas about appropriate roles for early interventionists may also differ from those outlined in practices derived from Western values, and may conflict with roles (e.g., partnership) often used to characterize family-centered practice.

In developing these modules, we were highly aware of these possibilities. We thought carefully about the words that we used to convey our ideas (e.g., using the term "parent-child group" rather than "play group"). We also sought through our evaluations to obtain participants' perceptions of how well the *PIWI Model* and the training modules would apply across families and practitioners from different cultural backgrounds. Nevertheless, the majority of participants in the field tests were Caucasians. While we believe that the core values underlying the *PIWI Model* make it adaptable across many cultural groups, determining the model's validity for particular groups and particular parents will require cultural knowledge and sensitivity on the part of the interventionist, as well as a willingness to question one's own culturally-based assumptions.

Our own experience has been that a culturally aware interventionist can adapt the practices outlined in the model to recognize the cultural ideas of parents. One of the core ideas of PIWI is that it responds to parents concerns and interests in a way that is considered individually relevant and appropriate. However, it is critically important that interventionists using the model be highly cognizant of differing cultural views of parent-child and interventionist-parent relationships, and be prepared to adapt the model. It is equally important, however, that the early interventionist not pre-judge parents' responses to PIWI. We have found that parents from many cultural backgrounds (defined by both ethnicity and country of origin) "take to" the *PIWI Model*, and are able to maintain culturally appropriate interactions with their babies within the context of PIWI's "bottom lines." Through the process of training, these and other issues can be addressed through "dilemmas", and through expanded activities that address possible issues and possible solutions. We continue to pursue our interest in cultural validity through additional, more intensive work with early intervention programs serving families from different cultural backgrounds.

Addressing Potential Blocks to Learning

In using these modules, we have encountered two types of responses that we consider to be "blocks" to the learning process.

- the most typical block is what we call "but we can't do that because ..." In the modules, we have addressed this block by building an opportunity to acknowledge and address intervention dilemmas
- the "but we already do that" block is a little more subtle. Our experience is that many working early interventionists do use many of the skills included within PIWI. What we have found, however, is that they don't necessarily embed these skills within a comprehensive framework of practice. In the modules, we have addressed this block in two primary ways. First, many activities support what interventionists already know or believe. Second, many activities ask them to analyze their own practice and beliefs.

Bottom Lines: When is PIWI Still PIWI?

Every family, and every group of families, is different. Early interventionists using the *PIWI Model* must be prepared to recognize these differences, and to adapt their practices accordingly. However, the practices outlined in the *PIWI Model* are tightly linked to an underlying framework of values and ideas about recommended practice. The question is, how much can PIWI be modified and still be PIWI? In our view, to be "PIWI," practices must emphasize and support the following:

- the parent-child dyad, and a focus on the dyadic relationship within the context of the intervention

- the intervention triad (parent, child, facilitator), and a triadic relationship context that supports the development of competence, confidence, and mutual enjoyment in parent and child, based on respect and interdependence as a dyad
- enhancement of the parent's understanding of the child's development as a means toward achieving a developmentally-supportive dyadic relationship within the context of daily interactions
- a team approach to developing, implementing, and evaluating intervention practices, reflecting a blending of knowledge and skills of two or more facilitators, and modeling mutual respect as individuals and as interventionists

The logistics of implementing parent-child groups and individual visits outlined in these materials were designed to achieve these "bottom lines." Thus, program logistics such as implementing parent-child groups using small groups of 6-8 parent-child dyads, or providing child care for other siblings during implementation of the groups, are a part of the model because they allow these bottom lines to be accomplished. Many variations are possible within the parameters set by these bottom lines.

In addition, many of the practices learned through these modules are useful to practitioners even when these basic premises are not met. For example, all early interventionists can benefit from taking a triadic perspective in their interactions with families. However, to be "PIWI," the four premises outlined above are the "bottom lines."

PIWI does not meet all needs or preferences. Like any service model, it should be offered as an option to families when interventionists believe that the approaches described may be of benefit. It is important to listen to a family's words. When families express interests in being with other families, or in natural environments, or in learning more about strategies for supporting their children's development, PIWI can help to meet these needs.

Appendix D

Samples of Dissemination Materials

A VIDEOTAPED GUIDE:
INTRODUCING THE PIWI MODEL

This handout and the accompanying videotape are designed to give you a brief introduction to the PIWI Model. To prepare yourself for watching the videotape, "Overview of the PIWI Playgroup", please read the first two sections of this brief introduction, "The PIWI Model" and "What You Will See in the Videotape". After watching the tape, you will find it helpful to review by reading through the "Summary of Important Points".

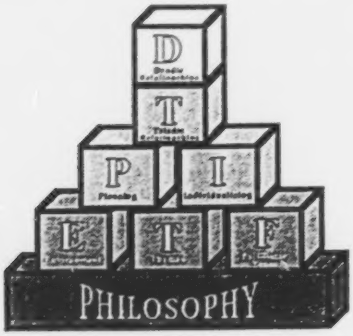
Before watching the tape ...

THE PIWI MODEL

What is "PIWI"?

"PIWI" stands for "Parents Interacting with Infants". PIWI is first and foremost a philosophy that places the parent-infant relationship at the heart of early intervention services, and emphasizes the reciprocal influences between this relationship and the infant's development. The **key idea** that carries through the four parts of the PIWI Philosophy is **sensitive, responsive relationships** ... between adults and infants, and among adults. PIWI was developed within the context of a parent-infant play group, and is also applicable to intervention that is delivered through home visiting. In the PIWI Model, the word "infant" refers to babies from birth to three. The word "parent" refers to anyone with whom the child would be expected to form a primary attachment relationship; while this is most often the parents, others who live in the household or with whom the infant will have close, long-term interactions.

What is the PIWI Model?



The PIWI Model is a systematic way of thinking about early intervention. In the PIWI Model, intervention is organized around eight program components, including: the PIWI Philosophy, Environments, Developmental Themes, Dyadic Relationships, Triadic Relationships, Planning, Individualizing, and the Facilitator Team. The eight PIWI components can be thought of as the building blocks of the PIWI Model. The philosophy is the foundation for the other seven components. All of the components are supported by philosophy-based implementation guidelines as well as by specific practices.

What would a PIWI play group look like?
If you were to walk into a PIWI play group, you would most likely see a group of about 6-8 parent-infant dyads (pairs) in a room arranged with an array of developmentally appropriate materials, equipment, and activities. You would also see 2 or 3 PIWI facilitators talking with parents and managing the environment. Parents and infants would be exploring the environment together as facilitators moved among them, commenting, supporting, and enjoying theinfant with the parent. At other times you might see parents seated in a circle on the floor engaged in a group discussion with a facilitator, with the infants playing with toys near their parents.

What would a PIWI home visit look like?
The most distinguishing feature of a home visit, like the play group, would be the parent's engagement with the infant, supported by an appropriate environment and a supportive facilitator. You also would see the parent and facilitator talking together about what the infant was doing or exploring together what might happen to the infant's play if some change were made in the environment.

WHAT YOU WILL SEE IN THE VIDEOTAPE

This videotape uses slides from former PIWI play groups to illustrate the eight components ("building blocks") of the PIWI Model. Logistically, each of these groups was comprised of 6-8 parent-infant dyads, facilitated by 2-4 facilitators, usually from different disciplines, especially early childhood special education, speech and hearing, and social work. Many of the play groups, but not all, included infants both with and without disabilities. In the PIWI groups from which the slides are taken, parents signed up for a 13 week session, coming once per week for 1 1/2 hours. PIWI groups have met on different days of the week (including Saturdays), and at different times of the day (including evenings) in order to meet the needs of families in the group. Parents have included mothers, fathers, and at times other primary caregivers such as grandparents.

Each of the play groups has been organized around a specific developmental age range; in the groups that you will see here, each parent-infant dyad came to one of the following groups: 3-10 months, 10-18 months, 18-24 months, and 24-30 months. Parents whose children had disabilities or delays could choose the group they wanted to attend according to their child's chronological or developmental age.

Referrals to the PIWI play groups came from the local early intervention program, from physicians, and from social service agencies. Parents also found out about the PIWI play groups from public service announcements in the newspaper and by word of mouth. Registration for each 13-week session was on a first-come basis, with exception that half of the slots in each group were reserved for families in which children had disabilities or developmental delays.

Over its 10-year history, the PIWI play groups have met in a variety of locations including park district facilities, several public schools, and a church. Most recently, the play group has been housed in a classroom in an old school building on the campus of the University of Illinois. Funding for these PIWI play groups covered staff time as well as a small amount for materials and equipment. Monetary and other donations from families were welcomed but not required.

The slides are organized according to a typical schedule for a group meeting, as shown in Figure 1. Definitions of the 8 components ("building blocks") are shown in Table 1. The videotape will illustrate how the 8 components are integrated within different segments of a play group schedule.

You are now ready to watch the videotape... insert and play

VIDEOTAPE
"OVERVIEW OF THE PIWI PLAY GROUP"
(15 minutes)

Continue here after watching the videotape...

Summary of Important Points

The PIWI Model supports parents in helping their children achieve four important developmental goals:

- *establish and maintain secure relationships with caregivers*
- *develop and maintain motivation to explore and master the physical and social environments*
- *develop confidence in own ability to influence the environment*
- *expand beyond what has already been accomplished*

The PIWI Model is based on the belief that achievement of these core goals is achieved primarily through the infant's interactions with parents and other long-term caregivers and that this can happen best when these individuals have knowledge of their infants' development, understand their own roles in their infants' development, and feel confident and competent in their ability to fulfill these roles.

Hence, the PIWI Model aims to enhance parents' ability to:

- *be comfortable and engaged in the intervention setting*
- *observe and interpret their infant's competence*
- *expand their understanding of factors that influence what their children do, feel and learn*
- *feel confident in their own role in supporting their child's development and learning*
- *feel comfortable and confident in expanding their own knowledge and skills with respect to their infant*

How is PIWI different from other early intervention models? The PIWI Model is most different in its emphasis on the central role of the parent-infant relationship... the PIWI approach always occurs with parent and infant together, and with the parent as the primary interactor with the child. The emphasis of the intervention is to broaden and enhance the child's developmental environment. This is accomplished by providing opportunities to have fun with their infants as they learn about their own infant's development and their own role in supporting it.

If you want to know more ...

WHAT ELSE?

What are the PIWI Projects?
"PIWI Projects" is an inclusive term used to refer to two federally funded projects that are assisting others to learn about the PIWI Model... PIWI Outreach and Project TRIAD.

"I provide early intervention services ... What can the PIWI Projects offer me?
PIWI Outreach provides training and technical assistance to early interventionists. Options range from participation in one or more scheduled PIWI training sessions to becoming a full or partial replication site.

"I provide training to early intervention personnel ... What can the PIWI Projects offer me?"
Project TRIAD is developing a set of field-tested training materials that will be useful to college/university faculty as well as to inservice trainers. Project TRIAD will result in approximately 15 3-hour training modules that can be used in different combinations from single course/inservice sessions to a full course. Options for involvement include attending training in which the modules are used, evaluating the materials, attending training sessions on the materials, and field testing one or more modules.

How can I get more information?
For more information about PIWI Outreach, contact **Tweety Yates**; for more information about Project TRIAD, contact **Felicia Fahl Gooler**. Both can be reached at the PIWI Projects Office, as shown on this flyer.

University of Illinois at Urbana-Champaign
Early Childhood Programs
61 Children's Research Center
51 Gerty Drive
Champaign, Illinois 61820
Phone: 217.333.4123
FAX: 217.244.7732

PIWI Projects
Fall 1997 Training Schedule

DATE	TOPIC & TIMES	LOCATION
August 4	Module 1: Introducing the PIWI Model	University of Illinois Champaign, IL
September 16	Module 1: Introducing the PIWI Model	Little Friends Naperville, IL
October 28	Module 2: Characteristics of PIWI Environments	University of Illinois Champaign, IL
November 7	Module 1: Introducing the PIWI Model and Module 2: Characteristics of PIWI Environments	Guadalupe Reyes Children and Family Center Chicago, IL
December 9	Module 3: Planning a PIWI Session	University of Illinois Champaign, IL

Registration flyers for each training will be mailed approximately 4 weeks prior to the training date. You must register prior to attending any session. For more information, contact Felicia Fahl Gooler at the PIWI Projects, University of Illinois, 217/333-4123.

PIWI Projects
Spring 1998 Training Schedule

DATE	TOPIC & TIMES	LOCATION
January 16	Module 1: Introducing the PIWI Model and Module 3 Planning a PIWI Session	Hazel Bland Promise Center East St. Louis, IL
February 13	Module 4: Characteristics of Adult-Infant Interaction as a Context for Early Intervention	University of Illinois Champaign, IL
March 2	Module 4: Characteristics of Adult-Infant Interaction as a Context for Early Intervention	Lincoln Land Community College Springfield, IL
March 12	Module 5: Strategies for Supporting the Parent-Infant Dyad	University of Illinois Champaign, IL
March 30	Module 4: Characteristics of Adult-Infant Interaction as a Context for Early Intervention and Module 5: Strategies for Supporting the Parent-Infant Dyad	Child Development Center Rockford, IL
April 2	Module 6: How Children Learn: Using Developmental Topics	University of Illinois Champaign, IL
April 27	Module 4: Characteristics of Adult-Infant Interaction as a Context for Early Intervention and Module 6: How Children Learn: Using Developmental Topics	Hazel Bland Promise Center East St. Louis, IL
May 15	Module 7: Meeting Individual Child Needs through Embedding	University of Illinois Champaign, IL
May 29	Module 6: How Children Learn: Using Developmental Topics and Module 7: Meeting Individual Child Needs through Embedding	Governor's State College Park, IL

Registration flyers for each training will be mailed approximately 4 weeks prior to the training date. You must register prior to attending any session. Contact Felicia Fahl Gooler at the PIWI Projects for more information: 217/333-4123.

PIWI PROJECTS

(Parents Interacting With Infants)

PIWI OUTREACH

PIWI Projects

PROJECT TRIAD

ANNOUNCING
NEW TRAINING EVENTS AND MATERIALS

The PIWI Projects at the University of Illinois at Urbana-Champaign are pleased to announce opportunities for early interventionists, faculty, and other trainers to enhance their skills implementing or training in early intervention services. PIWI is an early intervention approach that supports the parent-infant relationship through a systematic, philosophy-based set of program components applicable to implementing parent-infant play groups and home visits. Training materials will include 15 modules covering areas such as, supporting parent-child relationships, designing PIWI environments, using developmental themes, and PIWI teaming.

Modules will be usable in different combinations, from one 3-hour class session to a 45-contact hour course. Materials will include outlines, videotapes and guides, overheads and handouts, readings and additional resources, as well as applied assignments that link content to practicum or the work setting. In addition, PIWI Outreach will provide training and technical assistance to sites interested in implementing the PIWI Model.

Participation in the PIWI Projects includes many options. For ***Project TRIAD****, you may consider being involved in evaluating the training manuals, field testing one or more of the modules, attending further training on the materials, and becoming an approved PIWI trainer. Options available for* ***PIWI Outreach*** *include attending available trainings, organizing trainings in your geographic area, and becoming a PIWI replication site.*

If you are interested in any of these options, please contact Felicia Fahl Gooler, Tweety Yates, or Jeanette McCollum at 217-333-4123 or e-mail a-gooler@uiuc.edu.

Appendix A

Project TRIAD

Attention Trainers
Announcing New Training Materials

Project TRIAD of the PIWI (Parents Interacting With Infants) Projects at the University of Illinois at Urbana-Champaign is pleased to announce opportunities for faculty and other trainers to enhance their ability to train in early intervention. PIWI is an early intervention approach that supports the parent-infant relationship through a systematic philosophy-based set of program components applicable to implementing parent-infant play groups and home visits. Training materials will include 15 modules covering areas such as:

* supporting parent-child relationships
* designing PIWI environments
* using developmental themes
* PIWI teaming

Modules will be usable in different combination, from one 3-hour class/ inservice session to a 45-contact hour course. Materials will include outlines, videotapes and guides, overheads and handouts, readings and additional resources, as well as applied assignments that link content to practicum or the work setting.

If you would like to be involved further in Project TRIAD, please let us know by indicating your interest and returning the following form to us. For more information, contact Felicia Fahl Gooler, Tweety Yates, or Jeanette McCollum at 217-333-4123. Check out our Web-site at:

www.ed.uiuc.edu/coe/sped/piwi

____________________ detach here ____________________

I am interested in:

_____ evaluating the written product (training manuals)

_____ field testing one or more of the modules

_____ attending further training on the materials

_____ becoming an approved PIWI trainer

_____ let me know when the materials are complete

Name ____________________

Affiliation
____

Address ____________________
____
____

Phone ____________________

Project TRIAD

Attention Trainers
Announcing New Training Materials

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- supporting parent-child relationships
- designing PIWI environments
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_____ attending further training on the materials

_____ becoming an approved PIWI trainer

_____ let me know when the materials are complete

Name ________________________

Affiliation
____

Address ________________________
____
____

Phone ________________________

Piwi Projects

PIWI Projects Training Event

Parents Interacting With Infants

Module 3: Supporting Parent-Infant Dyads & Module 6: Using Developmental Topics in Early Intervention Settings

Date: May 29, 1998

Time: 8:30-9:00 Early Bird Session and Registration

9:00-12:00 Supporting Parent-Infant Dyads

1:00-4:00 Using Developmental Topics

Location: Governor's State University
College Park, IL

We strongly recommend that you attend the Early Bird Session (a brief overview of the PIWI Model) if you have not attended Module 1: Introducing the PIWI Model!

For more information, contact Felicia Fahl Gooler at 217/333-4123 or e-mail to a-gooler@uiuc.edu

---

Registration forms due by May 15, 1998.
Registration is limited. Register early!

Name: ______________________

Program: ______________________

Address: ______________________

____

Phone: ______________________

Fax: ______________________

Register me for the Early Bird Session
Yes __________
No __________

Module 3: _____
Module 6: _____
Both: __________

Mail to:
Felicia Fahl Gooler
PIWI Projects
61 CRC
51 Gerty Dr.
Champaign, IL 61820

PIWI PAGES

FALL 1998 — Volume 1, Issue 1

A RELATIONSHIP-BASED APPROACH TO EARLY INTERVENTION BIRTH-TO-THREE

PIWI stands for "Parents Interacting with Infants." It is an approach to early intervention that supports the parent-infant relationship through a systematic, philosophy-based set of program components. The PIWI components are applicable to both parent-infant groups and home visits.

The PIWI projects, **TRIAD** and **PIWI OUTREACH**, are currently managed at the University of Illinois at Urbana-Champaign. These projects offer a variety of opportunities for early intervention providers, trainers, and faculty to enhance their intervention efforts.

The projects reflect the underpinnings of the **PIWI PHILOSOPHY**. The PIWI Philosophy places the parent-child relationship at the heart of early intervention services, emphasizing the reciprocal influence between this relationship and the child's development. The central idea that carries through the four components of the PIWI Philosophy is sensitive, responsive relationships between parents, children, and PIWI facilitators. PIWI was developed within the context of parent-infant play groups and is also applicable to home visiting. The word "parent" refers to anyone with whom the child may form a primary attachment relationship. While this is most often the parents, the term also includes others who live in the household or with whom the child will have close, long-term interactions.

The PIWI Philosophy is implemented through the **PIWI MODEL**. The PIWI Model is a systematic way of thinking about early intervention, in which intervention is organized around eight program components: the PIWI Philosophy, Environments, Developmental Topics, Dyadic Relationships, Triadic Relationships, Planning, Individualizing, and the Facilitator Team. These eight PIWI components are the building blocks of the PIWI Model.

(more **RELATIONSHIP** - Page 3)

INTERACTION IS THE NAME OF THE GAME!

Parents observe their children's interactions with objects and people. What are children learning from these activities? How can parents support them in their development? Supporting competence, confidence, and enjoyment in interactions is the key to the PIWI model.

PIWI OUTREACH IN ACTION

The PIWI Outreach grant provides training and technical assistance to early interventionists interested in the PIWI model. Options range from participation in one or more scheduled PIWI training sessions to becoming a full or partial replication site. The following examples will give you an idea of some of the exciting outreach events that have been keeping our PIWI staff busy!

- The REACH program in **ATLANTA, GEORGIA** invited us to visit their site, observe their parent-child play group in action, and discuss "PIWI" ideas with staff and families!
- The Early Head Start program at the Englewood Family Center in **CHICAGO** is participating as a full replication site. PIWI staff is providing training and ongoing technical assistance to support the play group facilitators as they begin their PIWI play groups.
- Early interventionists in **TOLEDO, OHIO** attended a training session on the PIWI model and how it relates to play groups and home visiting. PIWI staff also met with faculty members and students from The University of Toledo to discuss ideas for intregrating the PIWI model into their training programs.
- Early interventionists from the Kids on the Move program in **OREM, UTAH** were interested in expanding their play groups and home visits to include the PIWI components. PIWI staff conducted a two day training session and had participants complete a "next step action plan" to put their ideas into action! Follow-up will be provided as the Utah group tries to implement their plans.

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PIWI PAGES
FALL 1998

Developed by PIWI Staff with layout & design by:
JASON SMITH

PIWI Pages
University of Illinois
61 Children's Research Center
51 Gerty Drive
Champaign, IL 61820
217.333.4123

On the INTERNET!

(website address)
http://www.ed.uiuc.edu/SPED/piwi/

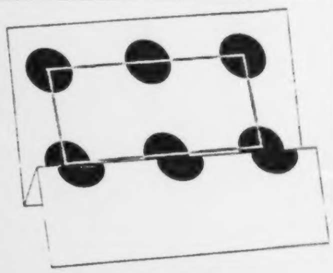
(e-mail address)
a-gooler@uiuc.edu

PIWI PEOPLE

Project Triad & PIWI Outreach

- Dolores Appl
- Deb Bruns
- Sara Cain
- Yu-Jun Chen
- Felicia Gooler
- Jeanette McCollum
- Tierra Tivis
- Lisa Treul
- Tweety Yates

NINE-DOT PUZZLE



1 SOLUTION

PIWI NOTES

The PIWI Projects at the University of Illinois at Urbana-Champaign focus on enhancing parent-infant interaction within the context of home-visit and play-group settings. Development of the ***P**arents **I**nteracting **W**ith **I**nfants* philosophy and model started in 1987. What began as an interdisciplinary effort to provide preservice students with a hands-on, family-centered learning experience with parents and infants has evolved into two federally funded projects: *Project Triad* and *PIWI Outreach*. PIWI is now "going on the road" with inservice training, preservice coursework, and replication sites.

To date, approximately 20 training sessions throughout Illinois have been conducted. Participants include service providers from a variety of disciplines, administrators, and other support staff. Seven conference presentations have also been made. Responses have been favorable, as the following comments indicate...

"I realized how our EI program could be implementing more play-group situations versus just one-on-one therapies." &

"It reminds me how sensitive I need to be continually to my clients, and I am much more than a 'paid friend.' I love ideas that focus on who I am and how I can improve myself."

The PIWI Philosophy is at the heart of all PIWI Projects' efforts. Training modules and curriculum materials are developed with an emphasis on facilitating parent-infant interaction based on three key outcomes (confidence, competence, and mutual enjoyment). The key roles of parents, infants (defined as up to 36 months of age), home-visit or play-group facilitators, and administrators are highlighted in all training materials. A mutually supportive and collaborative relationship between the four groups undergirds the PIWI Philosophy and Model that has evolved through ten years of play groups in the Urbana-Champaign area.

> "I realized how our EI program could be implementing more play-group situations versus just one-on-one therapies."
>
> *-Response to PIWI Conference*

The PIWI Projects staff is in the process of expanding training and dissemination efforts. During the next year, new training modules will be developed, and full and partial replication sites will be implemented. This work is aimed at reaching a larger audience, at both the university and service-provider levels, with the PIWI Philosophy and Model.

WHAT'S NEW AT PIWI

SUSAN McBRIDE, a faculty member in the Department of Human Development and Family Studies at Iowa State University, has completed teaching a course using PIWI materials. **Student RESPONSE** to the materials was positive:

"I think PIWI allowed me to look at interacting with parents & children differently. It causes a lot of reflection, evaluating, and learning about supporting interactions."

"PIWI helped further refine my understanding and perspective on family-centered EI approaches. Great content!"

"To have a model that is so parent-child focused is wonderful! It really opened my mind to a new and improved way to 'conduct' a home visit."

A similar course will be taught at the **University of Illinois at URBANA-CHAMPAIGN** during the Fall 1998 semester.

RELATIONSHIP- *from Page 1*

The PIWI Philosophy is the foundation for the other seven components. All of the components are supported by philosophy-based implementation guidelines, as well as by specific intervention practices.

PIWI supports parents in helping their children achieve four important developmental goals: (1) establish and maintain secure relationships with parents, (2) develop and maintain motivation to explore and master the physical and social environments, (3) develop confidence in own ability to influence the environment, and (4) expand beyond what has already been accomplished.

The PIWI Model is based on the belief that achievement of these core goals is attained primarily through children's interactions with parents and long-term caregivers that fosters confidence, competence, and mutual enjoyment. We maintain that many families will ultimately benefit from the training provided by PIWI Projects.

PIWI training materials include 13 modules covering areas such as designing PIWI environments, planning PIWI sessions, supporting parent-child interactions, and using developmental topics for planning and implementation. Modules can be used in different combinations from sessions lasting one to three hours to a course consisting of 45 contact hours. Materials include outlines, videotapes with guides, overheads, handouts, readings, and other resources. Applied assignments that link the training content to practicum or work settings are also available.

There are various options for participating in PIWI Projects. *Project Triad* participants can choose to be involved by attending training on the materials, evaluating the training materials, field testing one or more of the modules, or becoming an approved PIWI trainer.

Options for *PIWI Outreach* include attending available training sessions, organizing training sessions in specific geographic regions, and serving as a PIWI replication site.

For more information about PIWI Projects, contact **Felicia Fahl Gooler** at (217) 333-4123 or by e-mail (a-gooler@uiuc.edu). Also, please visit the PIWI website: *www.uiuc.edu/sped/PIWI.*

WHAT MAKES THE PIWI CURRICULUM UNIQUE

The PIWI curriculum is unique in its focus on parent-child interactions within a developmental, play-based context. It is not the materials or activities of the PIWI curriculum that make it special but its purpose and use. In fact, most materials and activities found in PIWI are similar to those used in other types of play groups, child care centers, or at home. What is different is the nature of parents' involvement.

Because the PIWI approach views parent-child interaction as a critical factor in child development, parents or primary caregivers play key roles in implementing the PIWI curriculum. For example, play dough is a material commonly available to young children at home or in group settings. When children work with play dough, they use social skills, such as sharing, and fine motor skills, such as rolling. In the PIWI approach, parent-child activities with play dough also provide occasions for children to imitate their parents and expand their communication skills. Moreover, parents have opportunities to observe their children's play and match or challenge them to practice or expand their skills.

For instance, these types of opportunities might occur during a PIWI session in which the facilitators ask parents to observe their children's preference for manipulating play dough with tools (e.g., rolling pins, cookie cutters, or old scissors) versus without tools. Imagine the following interaction at a play-dough table where the parent first imitates and matches the child's actions, then models and challenges the child to try a tool. As the child and parent flatten the play dough with their hands to make a pie, the parent labels the child's actions, saying, "We are pushing the play dough. It is getting flatter and flatter." Next, the parent challenges the child to try a tool, "I wonder what would happen if we rolled it with this? Oh, look how flat it is! Do you want to try?"

It is this focus on parents as observers and supporters of their children's development that makes the PIWI curriculum unique. As a parent who attended PIWI noted about the play group format, "It was very different in the parent involvement in terms of getting them [parents] involved in what the kids were doing developmentally." Characteristics of the PIWI curriculum, such as these, promote confidence and competence in both children and parents, plus provide experiences that offer mutual enjoyment.

FILE
PEEK-A-BOO!

In PIWI, homemade materials are often used to provide novel, open-ended contexts for parent-child play. This large box, converted into a building, offers multiple occasions for learning and fun. This type of container play helps this child learn about how her body fits in different spaces. In addition, Mom can use interactive games to expand the play for further learning. In this way, Mom learns about her child's abilities as she observes, interprets, and enjoys her competence.

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PIWI EVENTS

Fall 1998

Project Triad

OCTOBER 17 - Using the PIWI Curriculum as an Approach for Facilitating Parent-Child Play Groups
Illinois Association for the Education of Young Children/SPRINGFIELD, ILLINOIS

DECEMBER 7 - The PIWI Curriculum as an Approach to Parent-Infant Play Groups
DEC International Early Childhood Conference on Children with Special Needs/CHICAGO, ILLINOIS

DECEMBER 7 - Developmental Topics as a Structure for Planning Home Visits
DEC International Early Childhood Conference on Children with Special Needs/CHICAGO, ILLINOIS

PIWI Outreach

Fall 1998 activities in the following states ...

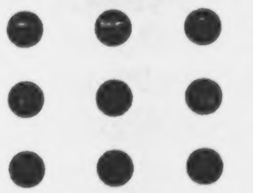
OHIO
IOWA
WISCONSIN
UTAH
VIRGINIA
ILLINOIS

· · · · · · · · · · · · · · · · · · · ·

PIWI PAGES

University of Illinois
61 Children's Research Center
51 Gerty Drive
Champaign, IL 61820

THE NINE-DOT PUZZLE!



(ANSWER ON PAGE 2)

Place a pencil on one of the dots and DRAW FOUR STRAIGHT LINES through all of the remaining dots, WITHOUT LIFTING THE PENCIL from the paper or retracing any of the lines you have drawn.

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Forward and Address Correction Requested!

PIWI PAGES

SPRING 1999 — Volume 1, Issue 2

In this issue ...

PIWI (Parents Interacting with Infants) focuses on:

BUILDING RELATIONSHIPS

using dyadic and triadic strategies

PIWI is a relationship-based approach to early intervention. Two relationships are especially important to the PIWI model: the one between the parent and the child *(the dyadic relationship)* and the one between the interventionist (the "PIWI facilitator") and the parent-child dyad *(the triadic relationship)*.

PIWI translates these two types of relationships into ***two specific sets of strategies: the Dyadic Strategies and the Triadic Strategies***. Both are used to support a match between parent and child, leading to **three key outcomes for both parent and child:**

1. development of competence,
2. confidence in their own abilities, and
3. pleasure in one another.

PIWI's primary goal is to provide a supportive environment for the child's development. The parent-child relationship is the most important part of this environment.

Many early interventionists already use many of these strategies. The idea in the PIWI model is to consciously think about these strategies and to use them to support parent-child interactions.

▶ Being a dyad: Finding pleasure in one another

The "Dyadic Strategies" focus on sensitivity and responsiveness to the child's abilities, on actions and initiations, and on the expression of positive feelings between parent and child. All adult-child dyads already show strengths in one or more of these characteristics, but thinking of the characteristics as "strategies" helps us be more sensitive to what might help the dyad achieve the best possible match. The Dyadic Strategies are important for the interventionist as well as for the parent because they reflect the sensitivity and responsiveness inherent in good adult-child interaction.

(Strategies - cont.on page 2)

Dyadic Strategies ▶▶

Set the stage
Use physical positioning, number, appropriateness, and arrangement of materials.

Maintain interest and attention
Actions like exaggerated voice and face used to keep the child's interest in the interaction.

Establish reciprocal roles
Parent responds to child's initiations or uses turn-taking games to create interactive roles.

Match and follow
Child's interests and abilities are observed and then joined.

Challenge and expand
Opportunities (material, language) that are just behind her current level are provided and supported.

Strategies - *from page 1*

The Dyadic Strategies may be especially useful for dyads in which something interferes with the partners' being able to establish an interaction that makes them feel competent and confident as individuals and with one another. For example, a child with a disability may be harder to "read," and the partner (whether parent, peer, or even the facilitator!) may miss opportunities to establish pleasurable interaction. When this happens, neither of the partners has a positive experience.

Robert and Ellen know that when the dyadic characteristics are used as strategies, dyadic strengths are recognized, and motivation and confidence are built and reinforced.

Laurie and her daughter, Julia, are on a mat on the floor. Laurie is face-to-face with Julia at eye level *(Set the stage)*. Julia is making little noises and looking over Laurie's shoulder. When Julia looks toward her, Laurie immediately makes an animated facial expression and says, "There you are!" She shakes her head playfully *(Maintain interest and attention)*. Julia babbles and stops. Laurie quickly imitates her sound, then stops, waiting for Julia to take a turn *(Establish reciprocal roles)*. As the game continues, Julia changes sounds, and for a few turns, Laurie exactly matches as she imitates *(Match and follow)*. Laurie then changes the game by adding an unfamiliar sound, a growl *(Challenge)*. Intrigued, Julia pauses and looks at Laurie. Laurie growls again, and Julia tries to growl back. They both laugh.

(*Strategies* - cont. on page 3)

BEST COPY AVAILABLE

• ROBERT & ELLEN

For an interactive match to happen, the adult partner must be sensitive to the child's signals so she can respond appropriately. What's important is not a global knowledge of development but a knowledge of this child's development and ways of communicating.

• LAURIE & JULIA

A parent's ability to see through the eyes of her child and to change her behavior to match and support her child is key to building competence and to supporting the child's development. Parents are the interpreter of their child's experiences.

THINK ABOUT

CONNECTING WITH THE DYADIC STRATEGIES ...

Who in your own family interacts with children between birth and three? When do these interactions occur? What do they look like? Which dyadic strategies do you see in these interactions? Every dyad differs as the two partners adjust to one another; situations like play and bathtime also differ in the opportunities available for interaction. What signs of competence, confidence, and mutual pleasure do you see in these interactions? Could the strategies be used to build on these strengths?

Establish dyadic context

Environment (toys, activities) is arranged to increase the likelihood of mutually enjoyable parent-child interaction.

> "Sara, here's the busy box that Alex liked so much last week."
>
> "Alex, do you want to play with the ball? Let's go over there with mommy."

Acknowledge parent competence

Facilitator observes and recognizes examples of developmentally supportive interactions and child competence.

> "Alex really likes when you sing the 'Wheels on the Bus' song."
>
> "It seemed really helpful to Alex when you covered up some of the holes in the puzzle."

Focus parent attention

Facilitator comments on actions of the child in order to draw the parent's attention to the child's or to the parent's own competence.

> "Sara, it looks like Alex wants to show you how he comes down the slide."
>
> "Alex really likes to play peek-a-boo ... I'll bet you two play it a lot at home."

Provide developmental information

Child's behavior is interpreted within the context of play and interactions with the parent.

> "Alex is just starting to hold that with his fingers instead of his fist. He'll soon be able to make marks on paper."
>
> "Wow, Sara, it's great how Alex can jump so much better than he did last week. Look how he keeps his feet together."

Model

Facilitator unobtrusively models and then steps back to allow the parent to interact with the child.

> "He's really trying to push." Facilitator puts her hand over Alex's and pushes down to activate the toy; then, she moves aside so that Sara is closer to Alex.
>
> "I think Alex is just a little uncertain about going in that tunnel." The facilitator crawls through the tunnel, laughing back at Alex. Once at the other end, she gives him another big smile and then leaves the area to the parent and child.

Suggest

Facilitator provides the parent with a specific suggestion for something to try with the child.

> "I wonder what would happen if you put one piece in first."
>
> "He seems to want you to hold that for him as he works with it."

Strategies - *from page 2*

Being a triad: Building on dyadic competence

The "Triadic Strategies" are based on ideas about family-centered practice. Think of the *Dyadic Strategies* (what the parent can do with the child) as the *content* and the *Triadic Strategies* (what the facilitator can do with the dyad) as the *process*. In using the Triadic Strategies, the purpose is to recognize and expand on dyadic strengths, using actions and statements that are respectful and responsive to the dyad's strengths and preferences. PIWI is all about relationships, and the triadic relationship between parent, child, and facilitator has a lot to do with how the parent feels about the dyadic relationship with the child.

◀◀ Triadic Strategies

The PIWI facilitator's job is to observe for competence, confidence, and mutual pleasure and then decide on a Triadic Strategy that seems most likely to be helpful for achieving these for one or both members of the dyad. All strategies are used in a nondirect way, so that the parent experiences the situation as affirming–not intrusive.

In PIWI, both the Dyadic and Triadic Strategies are used from a "what if ..." perspective, keeping the competence, confidence, and mutual pleasure of the dyadic partners in mind. Both sets of strategies highlight the strengths the parent and child bring to their interactions. The PIWI model builds on these strengths by using these strategies to guide intervention.

(*Strategies* - cont. on page 4)

THINK ABOUT

CONNECTING WITH THE TRIADIC STRATEGIES ...

Someone is coming to your house to help you become more efficient in managing your time at home. You are excited about the opportunity but are also pretty nervous. What will this person be like? What will she say and do? You have some pretty strong feelings about what you wouldn't want this person to say and do. What are the actions that you absolutely wouldn't like? What advice would you give to this person about how to best match your strengths and preferences? Remember: families have similar opinions and preferences about the interventionists who work with them. Put yourself in the parent's shoes!

For the TRIAD

PIWI facilitators use a continuum of support to promote competence and confidence in parent and child. Simply enjoying the child's success enhances this parent's perceptions of her child's competence and of her role in supporting his development.

PIWI PAGES

Piwi Project®

University of Illinois
61 Children's Research Center
51 Gerty Drive
Champaign, IL 61820

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Forward and Address Correction Requested!

Training Materials for:

Finding Strengths and Supporting Interactions

Project TRIAD inSERT

The PIWI Projects at the University of Illinois at Urbana-Champaign view the parent-child relationship as the most important context of children's early development. PIWI tries to make the most of this context by supporting and building on the interactions between parents and children. All interactions have strengths. Recognizing and expanding on these can help children and parents feel confident and competent as interactors and enhance the pleasure that they take in one another. PIWI uses this philosophy as a starting point.

During the past year, many early interventionists and parents have helped the PIWI staff as we have developed and field-tested a new set of eight training modules. As part of these training sessions, participants are asked to identify the most important ideas that they will take home with them. Comments from these helpful folks show the importance of emphasizing this strenghts-based approach to interaction.

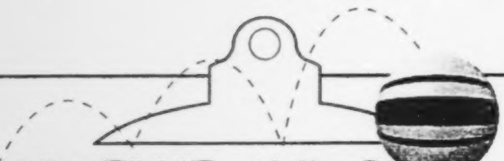
▷ **I WANT TO:**

"Build on strengths. I want to focus on strengths observed in the dyad so that I can break down what the caregiver and child are really good at and what they are working on."

"When observing the parent and child, focus on strengths. Develop strategies from the strengths."

"Be more observant and see if I can foster the parent's confidence and competence by approaching her strengths."

▷ Whether in a parent-child group or on a home visit, the PIWI facilitator uses knowledge of child development and knowledge of the strengths and concerns of specific dyads to support mutually pleasurable interactions. These interactions are the road to competence and confidence in both the child and the parent.



OBSERVE AND PLAN TO HELP ME LEARN

✓ My caregiver and I are really good at:
(What strengths do you see in the interaction?)

✓ I'm learning to:
(What is the child doing developmentally?)

✓ My caregiver will try these dyadic strategies:
(Based on the caregiver's strengths, choose one or two dyadic strategies for the parent to try.)

✓ My caregiver will play these games with me:
(Based on the child's interests, choose one or two games for the dyad to play.)

✓ My caregiver will watch me:
(How might the child respond to the caregiver?)

(over)

Project Triad: Materials to Support a Relationship-Based Model of Early Intervention

Project TRIAD insert

Project Triad has concentrated its latest efforts on revising the eight PIWI modules, using feedback from participants in inservice trainings in Illinois and other states and in university courses at the University of Iowa and the University of Illinois.

Field testing was also conducted by faculty and trainers across the United States. Comments from participants range from:

Broad support for a relationship-based approach ...

> *"Through this class, I have learned that the parents are the important support of their children, and so the early intervention practice should be focused on the interactions rather than on the child only."*
>
> *- preservice participant*

to

Specific feedback on the format and content of the modules.

> *"The strengths of the modules are in the activities. The warmup activities got you thinking in the right mode."*
>
> *- inservice trainer*

Modules will be completed by Fall 1999. ◁

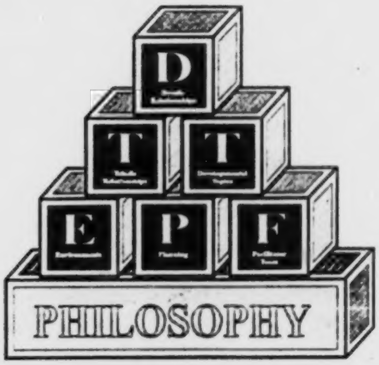
Project Triad staff will conduct a preconference program at the 1999 Sharing a Vision Conference on November 1 at the Crowne Plaza Hotel in Springfield, Illinois. At the session, we will present an overview of all the Triad modules, including Dyadic and Triadic Interactions, Using Developmental Observation Topics, PIWI Environments, and Planning PIWI Play Groups and Home Visits. Keep in mind this is a *preconference session:* participants must register separately for the Sharing a Vision Conference. Please contact the PIWI Project staff to register.

"The facilitators ... didn't seem afraid to jump right in. It was good when they would come around and compliment what you were doing. It made you feel like you were doing something really well. It's good to hear you're doing a great job even though you think you're only doing okay."

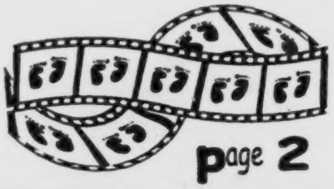
- mother of child with multiple disabilities

"When A. did something off the wall, there was always a facilitator there to say, 'It's okay' or 'Look at her' and point out something she was doing. It helped me feel comfortable with A., helped me feel comfortable with the group. No matter what she was doing, they were supportive."

- mother of child with autism



◁◁ PIWI BUILDING BLOCKS



Appendix E

Evaluation Instruments

Competencies for Implementation of PIWI Philosophy

I. PIWI Philosophy

Competency Statement

1. Describe PIWI philosophy related to family, child, facilitators, and PIWI team CHANGES IN WORDING:	CONGRUENT WITH PHILOSOPHY? yes no (why?)
	ESSENTIAL TO IMPLEMENTATION? yes no
2. Set standards for implementation of program components from context of PIWI philosophy CHANGES IN WORDING:	CONGRUENT WITH PHILOSOPHY? yes no (why?)
	ESSENTIAL TO IMPLEMENTATION? yes no
3. Evaluate implementation of program components for fidelity to PIWI philosophy CHANGES IN WORDING:	CONGRUENT WITH PHILOSOPHY? yes no (why?)
	ESSENTIAL TO IMPLEMENTATION? yes no

Competency Statement

4. Establish relationships with children, families and team members that reflect a resourcefulness orientation CHANGES IN WORDING:	CONGRUENT WITH PHILOSOPHY? yes no (why?)
	ESSENTIAL TO IMPLEMENTATION? yes no
5. Examine own behavior, values and relationships from context of PIWI philosophy CHANGES IN WORDING:	CONGRUENT WITH PHILOSOPHY? yes no (why?)
	ESSENTIAL TO IMPLEMENTATION? yes no
6. Plan and address own professional development from context of PIWI philosophy CHANGES IN WORDING:	CONGRUENT WITH PHILOSOPHY? yes no (why?)
	ESSENTIAL TO IMPLEMENTATION? yes no

Please add any missing statements that you feel should be included in this section.

II. Parent-Infant Play Environments

Competency Statement

1. Plan physical environments (space, materials, time, activities, roles) that are: a. appropriate to the developmental age range of children, b. supportive of culturally relevant parent-child interactions, c. supportive of each individual dyad's interactive strengths and play preferences, d. supportive of children with different abilities, including appropriate environmental and material adaptations... CHANGES IN WORDING:	CONGRUENT WITH PHILOSOPHY? yes no (why?) ESSENTIAL TO IMPLEMENTATION? yes no
2. Analyze environments for opportunities to support core goals for parent, child and dyads CHANGES IN WORDING:	CONGRUENT WITH PHILOSOPHY? yes no (why?) ESSENTIAL TO IMPLEMENTATION? yes no
3. Provide environments (space, materials, time, roles) that support parent observation in relation to developmental theme, using available resources (e.g. activity books, parent-infant games) to identify appropriate ideas CHANGES IN WORDING:	CONGRUENT WITH PHILOSOPHY? yes no (why?) ESSENTIAL TO IMPLEMENTATION? yes no
4. Assist parents in examining relationships between child's behavior and environmental contexts, including activities and level of adult support CHANGES IN WORDING:	CONGRUENT WITH PHILOSOPHY? yes no (why?) ESSENTIAL TO IMPLEMENTATION? yes no

Competency Statement

5. Provide range and choice of activities materials that: a. maintain interest and participation of each dyad, b. incorporate everyday materials and routines, c. embed individual goals and objectives identified by parents - CHANGES IN WORDING:	CONGRUENT WITH PHILOSOPHY? yes no (why?)
	ESSENTIAL TO IMPLEMENTATION? yes no
6. Outline roles of facilitators to support smooth flow of the group CHANGES IN WORDING:	CONGRUENT WITH PHILOSOPHY? yes no (why?)
	ESSENTIAL TO IMPLEMENTATION? yes no
7. Identify and use engagement cues of group as signal to change environment/activity CHANGES IN WORDING:	CONGRUENT WITH PHILOSOPHY? yes no (why?)
	ESSENTIAL TO IMPLEMENTATION? yes no
8. Draw specific links between developmentally supportive opportunities across play group and home environments CHANGES IN WORDING:	CONGRUENT WITH PHILOSOPHY? yes no (why?)
	ESSENTIAL TO IMPLEMENTATION? yes no

Please add any missing statements that you feel should be included in this section.

III. Developmental Themes

Competency Statement

1. Select developmental theme and focus appropriate to dyads in play group CHANGES IN WORDING:	CONGRUENT WITH PHILOSOPHY? yes no (why?)
	ESSENTIAL TO IMPLEMENTATION? yes no
2. Identify activity resources related to developmental theme CHANGES IN WORDING:	CONGRUENT WITH PHILOSOPHY? yes no (why?)
	ESSENTIAL TO IMPLEMENTATION? yes no
3. Use developmental theme from the PIWI curriculum to plan discussions that: a. provide a developmental framework for what parents already know and can observe within the context of PIWI and the home environment, b. value each child's individual development and abilities, c. value each parent's contributions to his/her child's competence... CHANGES IN WORDING:	CONGRUENT WITH PHILOSOPHY? yes no (why?)
	ESSENTIAL TO IMPLEMENTATION? yes no
4. Lead opening discussion that covers the steps outlined in the PIWI model: a. observations related to previous theme, b. observations of other new behaviors and skills, c. definition and discussion of children in relation to new developmental theme, d. reframing parent discussion into developmental framework, e. how the environment (space, materials, adult roles) relates to the theme and to what parents will observe, f. parents' predictions about children's behavior in relation to the theme, given the planned environment CHANGES IN WORDING:	CONGRUENT WITH PHILOSOPHY? yes no (why?)
	ESSENTIAL TO IMPLEMENTATION? yes no (why?)

Competency Statement

5. Observe and comment on children's theme-related activity during course of parent-infant play CHANGES IN WORDING:	CONGRUENT WITH PHILOSOPHY? yes no (why?)
	ESSENTIAL TO IMPLEMENTATION? yes no
6. Lead closing discussion that covers the steps outlined in the PIWI model: a. sharing observations of observed/predicted, b. how the environment related to the observations, c. summary of key developmental points, d. sharing of ideas for further home observations related to theme CHANGES IN WORDING:	CONGRUENT WITH PHILOSOPHY? yes no (why?)
	ESSENTIAL TO IMPLEMENTATION? yes no
7. Incorporate strategies for expanding parents' competence and confidence into opening and closing discussions, including: a. open-ended questions that involve parents in relating the developmental theme to their own child's strengths and competencies and to their role in supporting their child's play and exploration, b. examples of developmental theme using what children are doing at the moment, c. developmental information that expands parents' awareness and understanding of their child's development, d. opportunities for parents to draw connections between developmental themes and activities, and activities and observations in home environment, e. strategies that parents can use to support the child's development and learning in relation to the developmental theme, f. strategies that parents can use to address salient issues of parenting CHANGES IN WORDING:	CONGRUENT WITH PHILOSOPHY? yes no (why?)
	ESSENTIAL TO IMPLEMENTATION? yes no

Competency Statement

8. Use developmental theme to plan environment (space, materials, roles) that will highlight the strengths of each child in relation to the theme CHANGES IN WORDING:	CONGRUENT WITH PHILOSOPHY? yes no (why?)
	ESSENTIAL TO IMPLEMENTATION? yes no
9. Demonstrate knowledge of development by interpreting what is happening now and hypothesizing on what may happen next CHANGES IN WORDING:	CONGRUENT WITH PHILOSOPHY? yes no (why?)
	ESSENTIAL TO IMPLEMENTATION? yes no
10. Use knowledge of early development in: a. reframing parenting issues into developmental themes, b. identifying new developmental themes/sub-themes, c. accessing developmental and activity resources to develop implementation plans (discussion, predictions, environments), d. linking salient developmental issues raised by parents/families to a developmental framework CHANGES IN WORDING:	CONGRUENT WITH PHILOSOPHY? yes no (why?)
	ESSENTIAL TO IMPLEMENTATION? yes no

Please add any missing statements that you feel should be included in this section.

IV. Individualizing Content and Context

Competency Statement

1. Draw upon multiple sources to determine individual goals/objectives to be embedded into the parent-infant play context, including: a. parent interview, b. written IFSP/IEPs, c. environmental analysis of supports needed to facilitate child's engagement with the environment CHANGES IN WORDING:	CONGRUENT WITH PHILOSOPHY? yes no (why?)
	ESSENTIAL TO IMPLEMENTATION? yes no
2. Construct matrices for embedding child and parent goals, objectives, and supports into planned and spontaneous activities and interactions CHANGES IN WORDING:	CONGRUENT WITH PHILOSOPHY? yes no (why?)
	ESSENTIAL TO IMPLEMENTATION? yes no
3. Develop and implement data collection approaches to verify that embedded interactions have been individualized, and to note their outcomes CHANGES IN WORDING:	CONGRUENT WITH PHILOSOPHY? yes no (why?)
	ESSENTIAL TO IMPLEMENTATION? yes no

Please add any missing statements that you feel should be included in this section.

V. The Parent-Child Dyad

Competency Statement

1. Describe characteristics of dyadic interaction that support early development, including: a. relationship to parent-child relationship, b. relationship to emotional, social, language, and cognitive development, c. relationship to transactional and ecological frameworks CHANGES IN WORDING:	CONGRUENT WITH PHILOSOPHY? yes no (why?)
	ESSENTIAL TO IMPLEMENTATION? yes no
2. Consider dyadic interactions from within context of alternative relevant individual differences, including: a. cultural variations in interaction and play, b. personal preferences and styles, c. child's temperament, d. child's developmental abilities and skills, e. child's support needs CHANGES IN WORDING:	CONGRUENT WITH PHILOSOPHY? yes no (why?)
	ESSENTIAL TO IMPLEMENTATION? yes no
3. Analyze strengths in adult-infant interactions, including own interactions with infant CHANGES IN WORDING:	CONGRUENT WITH PHILOSOPHY? yes no (why?)
	ESSENTIAL TO IMPLEMENTATION? yes no
4. Develop and examine hypothesis about match between child characteristics and interactive characteristics of adult CHANGES IN WORDING:	CONGRUENT WITH PHILOSOPHY? yes no (why?)
	ESSENTIAL TO IMPLEMENTATION? yes no

Competency Statement

5. Identify/plan multiple opportunities for parent-infant interaction within the context of PIWI play group CHANGES IN WORDING:	CONGRUENT WITH PHILOSOPHY? yes no (why?)
	ESSENTIAL TO IMPLEMENTATION? yes no
6. Employ dyadic strategies in own interactions with infants, matching strategy to child cues, situation, and parent priorities and preferences CHANGES IN WORDING:	CONGRUENT WITH PHILOSOPHY? yes no (why?)
	ESSENTIAL TO IMPLEMENTATION? yes no
7. Identify and facilitate dyadic opportunities as they arise within the context of play and caregiving routines CHANGES IN WORDING:	CONGRUENT WITH PHILOSOPHY? yes no (why?)
	ESSENTIAL TO IMPLEMENTATION? yes no

Please add any missing statements that you feel should be included in this section.

VI. The Intervention Triad

Competency Statement

1. Describe characteristics of triadic interaction that support parent competence and confidence, including: a. relationship to principles of adult learning, b. characteristics of helping relationships, c. transactional and ecological perspectives... CHANGES IN WORDING:	CONGRUENT WITH PHILOSOPHY? yes no (why?)
	ESSENTIAL TO IMPLEMENTATION? yes no
2. Develop hypothesis about match between use of triadic strategies and individual dyads, including: a. cultural variations in parent-professional relationships, b. cultural variations in parental goals and parenting approaches, c. strengths in parent-infant interaction, d. parent's self-goals and needs, e. child's abilities and support needs... CHANGES IN WORDING:	CONGRUENT WITH PHILOSOPHY? yes no (why?)
	ESSENTIAL TO IMPLEMENTATION? yes no
3. Plan multiple opportunities for supporting parent-infant interaction within the context of play and caregiving routines in PIWI and home environments, using context of information obtained from parents CHANGES IN WORDING:	CONGRUENT WITH PHILOSOPHY? yes no (why?)
	ESSENTIAL TO IMPLEMENTATION? yes no

Competency Statement

4. Model dyadic strategies during own planned and spontaneous interactions with infants within the triadic context CHANGES IN WORDING:	CONGRUENT WITH PHILOSOPHY? yes no (why?)	ESSENTIAL TO IMPLEMENTATION? yes no
5. Employ triadic strategies in own planned and spontaneous interactions with parents, entering at a level that matches the preferred style of the parent and the situation CHANGES IN WORDING:	CONGRUENT WITH PHILOSOPHY? yes no (why?)	ESSENTIAL TO IMPLEMENTATION? yes no
6. Analyze own interactions with dyads from perspective of matching triadic strategies to individual dyads CHANGES IN WORDING:	CONGRUENT WITH PHILOSOPHY? yes no (why?)	ESSENTIAL TO IMPLEMENTATION? yes no

Please add any missing statements that you feel should be included in this section.

VII. Evaluating Implementation Process

Competency Statement

1. Demonstrate strategies for directly and indirectly including parents in the evaluation process CHANGES IN WORDING:	CONGRUENT WITH PHILOSOPHY? yes no (why?)
	ESSENTIAL TO IMPLEMENTATION? yes no
2. Employ strategies for collecting group and individual observations during course of implementation CHANGES IN WORDING:	CONGRUENT WITH PHILOSOPHY? yes no (why?)
	ESSENTIAL TO IMPLEMENTATION? yes no
3. Discuss components (things, space, people, strategies) of planned environment as facilitators/inhibitors of: a. core goals for dyads (e.g. pleasurable parent-infant interaction), b. core goals for children (e.g. engagement), c. core goals for parents (e.g. confidence and comfort in environment), d. observations related to development theme, e. individual goals and objectives CHANGES IN WORDING:	CONGRUENT WITH PHILOSOPHY? yes no (why?)
	ESSENTIAL TO IMPLEMENTATION? yes no

Competency Statement

4. Draw upon PIWI philosophy and standards in evaluating components of planned and spontaneous implementation CHANGES IN WORDING:	CONGRUENT WITH PHILOSOPHY? yes no (why?)
	ESSENTIAL TO IMPLEMENTATION? yes no
5. Develop alternatives for future implementation of components within context of philosophy and goals CHANGES IN WORDING:	CONGRUENT WITH PHILOSOPHY? yes no (why?)
	ESSENTIAL TO IMPLEMENTATION? yes no
6. Employ record-keeping system that links to future planning CHANGES IN WORDING:	CONGRUENT WITH PHILOSOPHY? yes no (why?)
	ESSENTIAL TO IMPLEMENTATION? yes no

Please add any missing statements that you feel should be included in this section.

Principles for the Design and Evaluation of Training Modules*

*Modified from Brophy, J., & Alleman, J. (1991). Activities as instructional tools: A framework for analysis and evaluation. Educational Researcher, May, 1991. (Appendix)

Principles Comments

Y/N 1. Variety of types of activities included

Y/N 2. Bridgers (introductory activities set stage through emotional and/or cognitive involvement with content)

Y/N 3. Progressive levels of difficulty or complexity

Y/N 4. Natural applications (e.g., real or simulated [e.g., case study] environments)

Y/N 5. Full range of goals for module addressed (e.g., knowledge, skill, value, application)

Y/N 6. Concrete examples (ground activities in visual or other experience of goal)

Y/N 7. Procedural knowledge as well as factual

Y/N 8. Inductive inquiry (trainees derive principles, generalizations, concepts from past or planned experience)

Y/N 9. Integration (among activities; not isolated bits of learning; all lead to same "big understandings")

Y/N 10. PIWI component integration (links made across components/training goals)

Y/N 11. Transfer of training (close with synthesis, evaluation, application in real settings, personal commitment/plans for implementation)

Principles for the Design, Selection and Evaluation of Training Activities*

*Modified from Brophy, J., & Alleman, J. (1991). Activities as instructional tools: A framework for analysis and evaluation. Educational Researcher, May, 1991. (Appendix)

Principles	Comments

A. Essential Criteria

Y/N 1. Goal relevance (useful means of accomplishing worthwhile training goal; directly supports goal attainment)

Y/N 2. Type/outcome match (format matches intended training outcomes re level and complexity)

Y/N 3. Appropriate level of difficulty (pitched within optimal range of difficulty: challenge and extend, but not confuse, frustrate, or bore)

Y/N 4. Motivating (authentic, life-application, emotionally and cognitively involving)

Y/N 5. Topic currency (obvious link to big ideas, major goals; coalesce with other activities linked to same ideas and goals)

Y/N 6. Feasibility (feasible for implementation under standard training conditions, e.g., space, types of students)

Y/N 7. Efficiency (benefits justify time and trouble for trainer and trainees)

Y/N 8. Adaptability (can accommodate individual differences in background or ability related to goals)

Y/N 9. Completeness (introduction, checking for understanding, independent work, feedback/reflection)

B. Nice (but not essential) Criteria

Y/N 1. Multiple goals addressed (e.g., convey content and also practice key processes)

Y/N 2. Whole-task completion (results in closure at completion of a meaningful task)

January 15, 1998

Dear Field Reviewer:

Thank you very much for your interest in serving as a field reviewer for the PIWI (Parents Interacting with Infants) modules. Our goal is to develop and evaluate a set of approximately 14 three-hour training modules that will be useful in ongoing professional development and in college courses. The modules will be designed to teach current and future early intervention (birth-3) personnel how to plan and implement early intervention that recognizes and strengthens the important roles of parents in their babies' development, by making parent-infant interaction a key part of the intervention. The content of each module will be based on our 10-year experience with parent-infant play groups based on the PIWI philosophy. We hope that interventionists who complete the training will also be able to apply the same philosophy and practices during home visits.

Enclosed you will find working **drafts** of the first two modules, "From Blocks to Wheel" (an overview of the PIWI model), and "PIWI Environments". A videotape that contains the segments needed to teach these two modules is also included. The introductory section(s) of each module will give you additional information about the full package of materials.

We ask that you complete your review of Module 1 first, as its content is a prerequisite to each of the other modules in the set. Module 1, "From Blocks to Wheel", provides an overview of the PIWI model, setting a broad context based on the PIWI philosophy and associated program components; it is written at an "awareness" level. All other modules, of which the "Environments" module is an example, will emphasize understanding, skill development and application at a greater depth.

Please read through each module, reviewing the associated overhead transparencies and viewing the videotape segments at the appropriate points. As you are reviewing, try to take the perspective of someone who might use the modules in their training and/or of a parent who might be a recipient of these services, whichever is appropriate to your situation. Please complete the review form for each module. Also feel free to write directly on the module and return these pages to us as well. When you finish a module, please complete the evaluation form attached to that module. Please keep in mind that these materials are still in draft form. For instance, in their final form, modules will contain color photographs from which to make overheads, and videotapes will contain header information between segments. The Overview videotape in Module I will also be redone into a more professional presentation.

When you have completed your review of both modules, we ask that you use the two pages attached to this letter to give us information about yourself, as well as to provide a general response to the modules as a whole. We also ask that you let us know if you would like to review additional modules as they are developed.

Please return the evaluation forms, the videotape, and any pages on which you have made written notes. **We would appreciate receiving your review by February 15.** If you are unable to review the modules at this time, we understand...just return them to us. A pre-paid mailing envelope is enclosed for your convenience.

Thanks again for your interest in our projects. We look forward to hearing from you.

Sincerely,

Jeanette McCollum Felicia Gooler Tweety Yates

Enclosures:

1. Modules 1 and 2
2. Evaluation forms for each module
3. Demographic form and "general reactions" sheet (attached to this letter)

GENERAL REACTIONS TO THE MODULE(S)

1. For what purposes do you feel these modules might be most useful?

2. What is the likelihood that you would be able to use a PIWI training module in its original format, vs. modifying it? In what way might you need to modify the module?

3. Which aspects of the materials do you think will be most useful? What could be changed/added to make them more useful?

4. What is the likelihood that you could use some or all of the PIWI training modules in your own training efforts?

1	2	3	4	5
little possibility				high possibility

Comments:

FORMATTING DECISION: YOUR HELP IS APPRECIATED!

You may have noticed that in Module 1 the Presenter's Notes for the various Transparencies are included on expanded versions of the transparencies, whereas in Module 2 they are included in the text as well.

We are interested in making this as user friendly as possible: could you let us know which version would be most useful to you?

_____ a. in text
_____ b. on expanded transparency
_____ c. in both
_____ d. either would be fine

ARE YOU INTERESTING IN RECEIVING ADDITIONAL MODULES TO REVIEW?

____ YES ---- NO

ARE YOU INTERESTED IN FIELD TESTING ONE OR MORE OF THE MODULES WITHIN YOUR OWN COURSE OR INSERVICE TRAINING?

____ YES ---- NO

Field Reviewer Information
PIWI Training Modules

Reviewer Information

Name: ____________________

Date: ____________________

Position: ____________________

Department: ____________________

Institution: ____________________

Office Phone: ____________________

Address: ____________________

____

____

FAX#: ____________________

e-mail: ____________________

SS#: ____________________

Gender: Female ___ Male ___

Ethnicity: ____________________

A. Current position (if applicable): ____________________

B. Professional licenses held (if applicable): ____________________

C. Discipline/position (check most appropriate):

- ____ early childhood special education
- ____ child development/early childhood
- ____ special education
- ____ speech/language/audiology
- ____ occupational therapy
- ____ physical therapy
- ____ social work/social services
- ____ nursing/health
- ____ other (please specify)

D. Years of experience related to early intervention, birth-3? ____

E. Years of experience providing training to early intervention personnel? ____

F. Highest degree completed:

- ___ Associate
- ___ Bachelor's
- ___ Master's
- ___ Doctorate
- ___ Other (specify)

G. Please indicate the primary setting in which you now work (if applicable).

- ___ University
- ___ Community College
- ___ Public School
- ___ Community Agency
- ___ State Agency
- ___ Private Practice
- ___ Other (specify)

Field Reviews
12/15/97

Module #: _______

Field Review
PIWI Training Module

Before responding to the questions that follow, please read through the module enclosed from the perspective of your role in early intervention personnel development.

I. What is your general overall reaction to this module?

II. Content of the Module

Comments would be very helpful to us as we continue to work on developing the PIWI materials.

1. Importance of this content for early intervention personnel

1	2	3	4	5
not important				very important

Comments:

2. Consistency of content with recommended practices in early intervention

1	2	3	4	5
not consistent				highly consistent

Comments:

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3. Extent to which activities support the training goals identified

1 no support	2	3	4	5 highly supportive

Comments:

III. Usability

1. "User friendliness" of the format, presenter's notes, supportive materials and training activities

a. understandability/clarity

1 difficult to follow	2	3	4	5 easy to follow

Comments:

b. interest/attention level

1 low interest	2	3	4	5 high interest

Comments:

c. sequencing of content from beginning to end

1	2	3	4	5
not logical				highly logical

Comments:

d. amount of content covered

1	2	3	4	5
not appropriate				highly appropriate

Comments:

2. Extent to which module recognizes different learning styles

1	2	3	4	5
no recognition				high recognition

Comments:

3. Your probable comfort level in using this module to train early intervention personnel

1	2	3	4	5
not comfortable				highly comfortable

Comments:

4. How appropriate would this training be for early intervention personnel with whom you have worked, with regard to:

a. their own cultural and ethnic backgrounds

1 very inappropriate	2	3	4	5 very appropriate

Comments:

b. their readiness for the content (prior knowledge base)

1 very inappropriate	2	3	4	5 very appropriate

Comments:

c. the cultural or ethnic backgrounds of the families and children with whom they work or will work

1 very inappropriate	2	3	4	5 very appropriate

Comments:

Thanks very much for your comments!

PRESENTER INFORMATION

THIS INFORMATION WILL HELP US TO DETERMINE THE KINDS OF GROUPS WE ARE REACHING, AND WHOSE NEEDS WE ARE MEETING/NOT MEETING. PLEASE BE ASSURED THAT THIS INFORMATION WILL BE ENTERED INTO A GROUP DATA BANK; YOU WILL NOT BE PERSONALLY IDENTIFIABLE IN ANY WAY.

Last 4 digits of social security number: ________

A. Current position (if more than one, indicate % of time spent in each per week):

B. Professional license held (if applicable): ____

C. Area of professional degree (if applicable):

D. Years of experience in your profession:

E. Years of experience in early childhood, birth through 2:

F. Years of experience in early childhood, birth through 5:

G. Highest degree completed:

H. Please indicate the primary setting in which you work:

I. Languages spoken: ____________________________________

J. Ethnicity____

K. Gender: ___ Female ___ Male

Last 4 digits of social security number: ________

Module name: ______________________________

EVALUATION OF PIWI MATERIALS

A. RATINGS	**STRONGLY DISAGREE**		**NEUTRAL**		**STRONGLY AGREE**
1. Extent to which activities used supported attainment of stated goals.	1	2	3	4	5
2. The content of the training stimulated me to think about early intervention in new ways.	1	2	3	4	5
3. This content is important for early intervention personnel.	1	2	3	4	5
4. I will be able to make changes in my work based on what I gained through this module.	1	2	3	4	5
5. I would recommend this training to other early intervention personnel.	1	2	3	4	5
6. The teaching strategies used in this module (case study, videos, role play) were effective in presenting the content.	1	2	3	4	5
7. The overheads were effective in conveying content.	1	2	3	4	5
8. The sequence of content in the module contributed to my understanding of the material.	1	2	3	4	5

Comments:

B. SUGGESTIONS

1. CONTENT
    a. What did you find helpful about the content of this module?

    b. What did you find least helpful about the content of this module?

    c. How can we improve the content and process of this module?

2. PROCESS
    a. What did you find most helpful about the process of this module?

    b. What did you find lease helpful about the process of this module?

    c. How can we improve the process of this module?

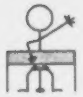
C. RELEVANCE OF MATERIALS

1. How appropriate is the PIWI model for early intervention personnel who wok with families and children from different ethnic and cultural backgrounds?

2. How appropriate id the PIWI model for intervention personnel who are themselves from different cultural and ethnic backgrounds?

3. What other population characteristics should we be aware of in continuing to develop the PIWI modules?

Last 4 digits of social security number: ____________



OVERALL EVALUATION OF PIWI MATERIALS

PLEASE RESPOND TO THE FOLLOWING STATEMENTS BY INDICATING AGREEMENT/DISAGREEMENT AND COMMENTING ON WHAT FACTORS LED YOU TO THIS DECISION.

1. The PIWI philosophy underlies all aspects of the materials.

2. The sequence of the modules contributed to my understanding of the content.

3. The philosophy and other key concepts of the PIWI Model contribute to the quality of the materials as a whole.

4. The content of the PIWI Model caused me to have a new understanding of early intervention practice.

5. All key concepts related to early intervention practice are included in these materials.

PLEASE COMMENT ON THE PIWI MATERIALS BY ANSWERING THE FOLLOWING QUESTIONS.

1. What parts of the PIWI Model do you feel most comfortable with? Why?

2. What parts of the PIWI Model do you feel least comfortable with? Why?

3. What parts of the PIWI Model would you be most able to use in training? Why?

4. What parts of the PIWI Model would you be least able to use in training? Why?

1. What is your overall reaction to the materials?

2. Describe how you used the materials.

   a. the number and title of modules
   b. the sequence of the modules
   c. the amount of content in the modules

3. Describe your audience.

   a. preservice/inservice, students/practitioners.
   b. how diverse was your group?
   c. how did your audience affect how you used the materials?

4. Did you have to modify the materials in any way? Why? How?

5. As a trainer, what was the strength of the materials?

    a. how did the pictures, videos, case studies, activities support the content?

6. As a trainer, what suggestions do you have for changing the materials?

    a. videos, pictures, case studies, activities, content, sequence of content

7. How did the students/ participants respond to the content of the materials?

    a. What concepts in the Model were easiest for the students/ participants to understand?

    b. what concepts in the Model were hardest for them to understand?

8. What is the most important content from each module?

9. Why did you choose to use the e materials? Did the materials meet your needs?

Please send us any materials used, particularly module notes. Any written suggestions are appreciated.

Honorarium?

PIWI

PRE-POST DILEMMA

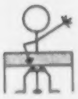
Last 4 digits of social security number: ______

Pre or Post ***(circle)***

Given your current ideas about early intervention, describe how would you deal with parents who do not interact with their infants in your early intervention practice?

BEST COPY AVAILABLE

STUDENT INFORMATION



THIS INFORMATION WILL HELP US TO DETERMINE THE KINDS OF GROUPS WE ARE REACHING, AND WHOSE NEEDS WE ARE MEETING/NOT MEETING. PLEASE BE ASSURED THAT THIS INFORMATION WILL BE ENTERED INTO A GROUP DATA BANK; YOU WILL NOT BE PERSONALLY IDENTIFIABLE IN ANY WAY.

Last 4 digits of social security number: ________

A. Current position (if more than one, indicate % of time spent in each per week):

B. Professional license held (if applicable): ______________________________________

C. Area of professional degree (if applicable):

D. Years of experience in your profession:

E. Years of experience in early childhood, birth through 2:

F. Years of experience in early childhood, birth through 5:

G. Highest degree completed:

H. Please indicate the primary setting in which you work:

I. Languages spoken: ______________________________

J. Ethnicity: ______________________________________

K. Gender: ___ Female ___ Male

Appendix F

Evaluation Data

PIWI Projects
Status of Modules

Module	Location	Dates	Participants
1: Introducing the PIWI Model	Developmental Services Center Champaign, IL	Jan. 15,1997	12
	University of Illinois Champaign, IL	Aug. 4, 1997	47
	Little Friends Naperville, IL	Sept. 16, 1997	16
	Guadalupe Reyes Children & Family Center Chicago, IL	Nov. 7, 1997	22
	Hazel Bland Promise Center East St. Lious, IL	Jan. 16, 1998	30
1: Early Bird Session	University of Illinois Champaign, IL	Feb. 13, 1998	7
2: Characterisitics of Adult-Infant Interaction	University of Illinois Champaign, IL	Feb. 13, 1998	15
	Children's Development Center Rockford, IL	March 30, 1998	16
3: Supporting the Parent-Infant Dyad	University of Illinois Champaign, IL	February 13, 1998	16
	Children's Development Center Rockford, IL	March 30, 1998	16
	Hazel Bland Promise Center East St. Louis, IL	April 27, 1998	
4: Characteristics of PIWI Environments	University of Illinois Champaign, IL	Oct. 28, 1997	19
	Guadalupe Reyes Children and Family Center Chicago, IL	Nov. 7, 1997	10

To Date: 2/15/98

PIWI Projects
Status of Modules

5: Planning a PIWI Play Group	University of Illinois Champaign, IL	Dec. 9, 1997	26
	Hazel Bland Promise Center East St. Lious, IL	Jan. 16, 1998	20
	SPICE of MARC Center Bloomington, IL	Jan. 20, 1998	6
6. Using Developmental Topics in Early Intervention Settings	University of Illinois Champaign, IL	April 2, 1998	8
	Hazel Bland Promise Center East St. Louis, IL	Arpil 27, 1998	
7. Meeting Individual Needs through Embedding			

To Date: 2/15/98

PIWI Projects
Conference Records

Date	Location/Conference	Module	Participants	Staff
Sept. 1, 1997	Young Adult Institute New York, NY	Introducing the PIWI Model	15	McCollum & Yates
April 18, 1997	Lekotek Champaign, IL	Characteristics of the PIWI Environment	25	Gooler & Treul
Sept. 3-4, 1997	BRIDGES Jackson, MS	Introducing the PIWI Model	85/30	McCollum & Yates
Oct. 8, 1997	Sharing a Vision Springfield, IL	Introducing the PIWI Model	25	Yates
Nov. 19, 1997	DEC: Pre-conference New Orleans, LA	Introducing the PIWI Model Characteristics of the PIWI Environment Interacting with Infants Supporting the Parent-Infant Dyad Planning a PIWI Play Group	50	McCollum, Yates, & Gooler
April 16, 1998	CEC Minneapolis, MN	Meeting Individual Needs through Embedding	40	McCollum, Yates, & Gooler
April 25, 1998	Young Learner's Conference Champaign, IL	Come and Play: Activities for Facilitating Adult-Child Interaction	35	Gooler and Appl
October 17, 1998	IL AEYC Springfield, IL	PIWI Curriculum as an Approach to Parent-Child Play Groups	6	Gooler and Appl

December 7, 1998	DEC Chicago, IL	PIWI Curriculum as an Approach to Parent-Infant Play Groups	Poster	Gooler and Appl
December 9, 1998	DEC Chicago, IL	Developmental Topics as a Structure for Planning Home Visits	60	Yates and Gooler
December 10, 1999	DEC Washington, DC	Parent-Child Relationships as the Foundation of Early Intervention: A Training Curriculum	60	Gooler and McCollum

General Reactions To The Modules

#	Question	Comment
1	For what purposes do you feel these modules might be useful?	1. Teacher education 2. Preservice embedding into existing cross-disciplinary early childhood courses + inservice 3. Discussing playgroups, strategies to promote parent-child interaction, generalization of activity-based interaction, incidental teaching strategies to parent-child play. 4. Preservice training -due to length. Inservices would not lend themselves typically to this time frame.
2	What is the likelihood that you would be able to use a PIWI training module in original format, vs. modifying format? In what way might you need to modify the module?	1. I think it is difficult to present someone else's transparencies... I have to find my own voice. I don't know how exactly I could do this with PIWI materials, but it would take me a while to show the passion and get passing right. I know I would have additional stories to share as I am sure would the participants. I think sometimes that is why trainer models don't work as well (opinion from anecdotal personal experience, no research to back it up). 2. No need to modify 3. May reduce the module to fit our class times. (it would be easy to do this). 4. Even for preservice, I would need to modify each module for a maximum of two and a half hours.
3	a) Which aspects of the materials do you think will be most useful? b) What could be changed/added to make them more useful?	1. a) Videos that really illustrate a concept. b) In terms of organization, the outline, transparencies, and presenter's notes were hard to keep straight. I liked module 2 better, but it I would like to have presenter notes and transparencies somehow integrated in with the outline and instructions. I know you said they were designed so that they could be organized in any way I might want, but I would like to propose an alternative organization. You could, for example, combine the outline and presenter's notes and have reduced transparencies along side the outline and presenter's notes (this might be hard with photos, though) Then, the presenter is not trying to keep up with notes and outline along with the transparencies. Of course, after I got "my voice" I may be able to just use the transparencies and video and not refer to the outline and notes very much, but I'm not sure. Conceptually, I particularly liked how you provided suggestions for presenting to groups with various knowledge bases and experiences. Sometimes, a few ideas can be a wonderful springboard to new and expanded uses of the material. This goes

#	Question	Comment
		back to the idea that it is a philosophy and not an intervention program. Too often preservice teachers want the cookbook. I like the idea of teaching teachers to think, reflect, and problem-solve. These are the best parts of the modules. 2. a) Handouts, transparencies, video activities. 3. a) Video of a complete PIWI group, small group activities, philosophy discussion. b) more discussion on themes, facilitator roles (this maybe covered more in subsequent modules) 4. a) Videos, overhead, handouts. b) Audience may not be as receptive to numerous group activities. Also, students will be most interested in developing play themes - I'd like to see that module introduced sooner. It may be helpful to have case studies that illustrate how a parent interacted with the child prior to PIWI and how their interaction changed, how parent and child met the goals of PIWI. Reviewing this (outline, presenter's notes, transparencies) was cumbersome, but in presentation we often just use transparency notes

Module # 1

I - General
II- Content of the Module
III - Usability

#	Question	Comment
I	What is your general overall reaction to this module?	1. Generally interesting and informative. 2. Excellent - objective, teaching tools, directives, support materials were all of superior quality, sequenced developmentally and easily explained for 2 levels of trainers. 3. Good overview. May help to point out how this is different from Lekoteck or ABI/Incidental/Milieu strategies. Also, point out this can be 1 component of an early intervention program. It also seems as though the components are applicable during center-based programs (except for the families part) when staff work with children. In other words, these are good practices for education-child interaction too. 4. Very thorough and effective. Presents a clear description of the process and a strong philosophy.
II. 1	Importance of the content for early intervention personnel	1. --- 2. Excellent, a new philosophical model on which to build practices. 3. Adds to center-based ABI approaches. Would be important to teaching families - establishing good parent-child relationships through play. 4. I feel that the "Building Blocks" serve as a strong mental model to aid audience remembering the 8 components. However, I think introducing the "Wheel" to show integration of the components is unclear and not thoroughly discussed. I would choose to discuss the integration without the mental model of the wheel. The integration was apparent to me by the blocks placed on each other.
II. 2	Consistency of content with recommended practices in early intervention.	1. --- 2. Family-centered, culturally sensitive, teaming, developmentally appropriate practice. 3. Very consistent! 4. ---
II. 3	Extent to which activities	1. ---

#	Question	Comment
	support the training goals	2. I found the videotaped slide show to be one of the highlights of the module. Seeing points of interaction illustrated with "real people" was most complementary. Even though the intro materials say the video will be redone (repeated), it is still very good content-wise! 3. Even with the slide show inexperienced students may not understand some components of the play group, such as what developmental themes are, how to discuss "continuing activities at home, facilitator strategies, etc. 4. ---
III. 1	"User-friendliness" of the format, presenter's notes, supportive materials, and training activities	a.) understandability/clarity 1. --- 2. --- 3. In reviewing it was a little bit cumbersome going back and forth between these sections but this format would be beneficial in actually giving the workshop. A completed PIWI Planning form would be useful. The developmentally appropriate environment is not apparent on TR3. There was no spirit of PIWI presenter's notes. 4. In the introduction/overview you start with the philosophy (TR2), yet, in section III, p.10. you begin with relationships. For continuity, I would prefer to begin with philosophy. b) interest/attention level 1.--- 2. --- 3. It would help to remind the audience on the review overheads & handouts what the components are, e.g., TR13 - list three outcomes, 8 building blocks, etc., or at least tell them what handout numbers these are on. 4. --- c) sequencing of content form beginning to end 1.--- 2. This is a particular strength. Each foundation is strongly laid.

#	Question	Comment
		3. May help to being with a video to "grab" the audience's interest. Then tell them we will tell you how we did it, what we did, etc. 4. --- d) amount of content covered 1. --- 2. --- 3. --- 4. ---
III.2	Extent to which module recognizes different learning styles.	1. (It is ranked 4 out of 5), even though there is opportunity for interaction and making relevant to participants' practice. 2. Auditory, visual activities - adult learning principles adhered to. 3. Blends lecture, discussion, small group, + visual. 4. What if you gave them wooden blocks with 8 PIWI components, and asked them how they should fit together - (i.e., philosophy forms the foundation upon which other components are supported by) - show integration.
III.3	Your probable comfort level in using this module to train early intervention personnel	1. --- 2. --- 3. Dilemmas section is very good. A video of a complete training/ play group session would be helpful (unless this is covered in subsequent models. Than the presenter could point out how the 8 components work, identify good practices, etc. The slide show is okay, but it does not really give the viewer a good feel for what a PIWI group is like. Presenters notes for TR13 would be helpful. For video segments, describe who is who, so we can tell students before the video. 4. I am not certain what you intended with TR 17/HO 17: if philosophy is one of the 8 building blocks, why is philosophy also underneath relationships - this needs to be clarified for me - or diagram changed.
III. 4	How appropriate would this training be for early intervention personnel with whom you have worked, with	a) their own cultural and ethnic backgrounds 1. --- 2. ---

#	Question	Comment
	regard to:	3. You use the term infant - yet some kids looked like they may be over 3. Is it applicable to preschool children too? 4. Minorities needed in videos of play groups. b) their readiness for the content 1. --- 2. --- 3. I really liked the focus on philosophy leading to guidelines leading to practice. We don't have many good examples of this. 4. --- c) The cultural or ethnic backgrounds of the families and children with whom they work or will work 1. --- 2. --- 3. May include examples of fathers, grandparent, brothers and sisters being involved. 4. Also would be nice to include Hispanic

Module # 2

I - General
II- Content of the Module
III - Usability

#	Question	Comment
1	What is your general overall reaction to this module?	1.— 2. So informative!! Lots of pertinent content with great activities to enhance adult learning. The matrix is invaluable. 3. Very helpful - the environment is something we often overlook. Good blend of lecture and small group discussion. This is a good module. 4. Again, I don't see the transition from blocks to wheel clearly explained - wheel may not be necessary.
II. 1	Importance of the content for early intervention personnel	1.— 2. Very important! 3. --- 4. ---
II. 2	Consistency of content with recommended practices in early intervention.	1.— 2. --- 3. --- 4. ---
II. 3	Extent to which activities support the training goals	1. — 2. The continuity and sequencing in this module is very conducive to learning. 3. Point out that some of the materials should be similar to those families would have at home and in home visits, try to use family materials. Also point out the materials must address the range of developmental abilities. 4. I feel it was beneficial to show what can happen if all the pieces in planning the environment are not in place - TR31 "Falling Apart". I also feel it was beneficial to show how the same room is set up for different age groups - and what

#	Question	Comment
		environmental aspects must be considered.
III. 1	"User-friendliness" of the format, presenter's notes, supportive materials, and training activities	a) understandability/clarity 1.--- 2. Good handouts + transparencies. 3. Good transition suggestions. 4. Cut down on group activities (i.e., p. 4 - presenter can simply describe how planning a surprise party relates to planning a play group). Also, when I attended the inservice, participants were not eager to pair off - preferred to work independently and share in whole group discussion - moved more quickly. b) interest/attention level 1. --- 2. --- 3. The pictures to analyze are great. Good small group activities. 4. Environmental matrix activity and packet are great! Will be very useful. Will be very useful to audiences for future reference. c) sequencing of content form beginning to end 1. --- 2. --- 3. --- 4. --- d) amount of content covered 1.--- 2. just enough (which is a bunch!) 3. --- 4. ---
III.2	Extent to which module recognizes different learning styles.	1. --- 2. --- 3. ---

#	Question	Comment
		4. ---
III.3	Your probable comfort level in using this module to train early intervention personnel	1.--- 2. Highly comfortable !!! 3. --- 4. All materials look great!
III. 4	How appropriate would this training be for early intervention personnel with whom you have worked, with regard to:	a) their own cultural and ethnic backgrounds 1. --- 2. --- 3. The information is not specific just to PIWI - the information would be helpful for center-based programs as well. 4. Many personnel report that they have no "team" for the groups. How would one person facilitate? b) their readiness for the content 1.--- 2. --- 3. --- 4. --- c) The cultural or ethnic backgrounds of the families and children with whom they work or will work 1.--- 2. --- 3. Include statements that some families/activities may clash based on culture. May ask family - is this okay, e.g., using mirrors for Native Americans. I went on DEC presentation on acceptable/non-acceptable materials within the Native American culture when assessing children. It opened my eyes to the need to consider the culture and family approval, etc. 4. Obvious use/showing minorities and dads

TRIAD Trainer Evaluation

Trainer:

Date: 12/14/98 (10:45 AM)

SSN: 340-50-9907

Interviewer: Debbie Bruns

1. What is your overall reaction to the materials?

I thought they were really well done. When I attended the modules, I ~~don't~~ didn't have birth to three background, and so for me it was really good information and it was the information that was presented in a really practical way in terms of working with families and working with families who have a child with a disability as well as working with them in different settings like a play group and home visit. How to apply those the philosophy and principles to those different settings. For me it was really beneficial to go through the modules.

2. Describe how you used the materials.

a. the number and title of modules

We did playgroup this fall. It was interdisciplinary team that did the playgroup, so we had students from special Ed, speech, and nursing and we used many of the forms to get the playgroup off and running. Teams and planning form, the roles which role profile are going to take, the format where you look at each piece of the playtime, time schedule how we gonna incorporate developmental themes. I thought they were really helpful, especially for students because none of students had ever run a playgroup before. Some of them had experience with young kids but had never ever run a birth to three playgroup. It was really nice because it gave them a place to start and helped how to organize their ideas, and they really liked too. Using that team evaluation at the end of each playgroup where we would just systematically go through that form and say "Now, how do you think discussion went? How do you think playtime went? How do you think snack went? And it really, for me as a supervisor, it gave me a place to start with them rather than just making real general statement about " Oh the whole thing went great." It really let us, it really help us as a team to focus on each of those.

b. *the sequence of the modules*

Debbie: Did you use triadic strategies?

Yes, actually we used the article that Dolores, Jeanette, and Felicia wrote about the triadic strategies that was article we used and I kept referring back to that article what I found with our students because they did not have a lot birth to three experience. The first to three playgroups, triadic strategies were not even in their vocabulary. It was more survival mode. How do you do this? What kind of joys do we should put out? How to talk with parents? It was very much starting from not having much experience with kids in that age range, and so that is kind of where we started out, and then I found at the midterm I went back to that article again which we had them given in the beginning, let's look at this again, and let's look at six triadic strategies, let's really focus on these in the next three playgroups. My student that I supervise individually who is Special Ed student really worked hard on that. I can't say that speech and nursing students really focus on those as much but my student really took these in and really tried to use that for her individual supervision in that, then for the last three playgroups. I saw in increase her awareness of using those in a group.

c. *the amount of content in the modules*

Q: Did you use the environment stuff at all?

We used that environment in orientation some and we used embedding. And I used the format for doing home visit, kind of simple things to follow. We also gave them other things about home visit, so we had some things from Eva that she has done and those we used during the orientation time and put them in their notebooks.

3. Describe your audience.

a. *preservice/inservice, students/practitioners*

It was interesting mixture. We had 2 SpEd masters students, one a full time student and the other is a part time student. We had 2 brand new speech and hearing science masters students - 1st semester and 2 nursing students who were seniors. So it was a really interesting team.

b. *how diverse was your group?*

The nursing student, she is Asian American and the other two students one my team are European American. The other three students on other team are all European American but Chen supervised. She is Chinese. They were interesting. They worked with culturally diverse families. The playgroups are very culturally diverse. The part time SpEd student, she is working in Urbana as a transition coordinator for the Urbana schools.

c. *How did your audience affect how you used the materials?*

Not too much. We pretty much used the handouts and the forms. I didn't feel like we had make a lot of changes for them but we didn't do the modules straight what you guys do. It had to be very succinct and quick, I mean, because you know what you do is pretty much emerging them in it, more than and actually they recommend, if we do this again next fall that we alternate that we do one orientation session, then have playgroup, then have 2nd orientation session, because this year we did orientations back to back and then sent them on home visit and playgroup. So they recommended that they wanted even more emerson like "Let us do it, let us do it, then we'll understood more. What you're showing and what you're talking about." And we showed videos from last spring playgroup that Hwa did and Tess. They said it was helpful too to watch video of other people doing it.

4. Did you have to modify the materials in any way? Why? How?

Debbie's probe about the forms.

No, actually we didn't. We pretty much left it that format and I think, part of it, Felicia told us that we could use them. She said, "We'd like feedback from you." I think that I felt too that. It was such a short amount of time and we only did 6 playgroups, much very modified from how used to be done with12 that we didn't feel like we had a whole time to change things a lot. When we asked them what they thought of the forms, they liked the forms. That didn't seem to be an issue, more for them was like scheduling issues. Don't do two orientations in a row, do an orientation and then a group and the other orientation.

5. As a trainer, what was the strength of the materials?

Organization of it, it was really nice to have things so organized in terms of here's matrix to do roles, here's matrix to do planning, here's matrix to do evaluation, here's a way to check on whether or not your meeting your philosophy. You're really doing what you say. You're doing I think that was really clear to me when I used the materials that people had to spend a lot of time working on these and developing them. So that you could just pull them out and use them. It's really nice to have that especially, coming from not having a birth to three background. For me, it made thing so much more not have inventing to it. I know for some people, some students who are beginning students, it would be really hard to develop something out of nothing. And this is such a short time, they don't have a lot of weeks to develop it. And also the other thing we ran into having these interdisciplinary team. Their schedules were like insane so trying to get them together for planning which was a separate day from playgroup day, just finding a time I could get my team together and make sure we were all there for planning was incredible.. I think we ended up doing 4-6 on Tuesdays or something. It was really tough thing to do. One week one nursing student even couldn't come that day. They had scheduled her to do some flu clinic or something. Just that whole idea of organizing it.

a. *how did the pictures, videos, case studies, activities support the content?*

No more with form. We didn't really used the videos.

6. As a trainer, what suggestions do you have for changing the materials?

a. *videos, pictures, case studies, activities, content, sequence of content*

I don't have any right now that I can think of. I thought for what we were using it for it was really helpful. It will be interesting I'm gonna do it this spring again on a much more, even more modified format with Saturday folks who are out there doing a lot of this. My guess is that they're gonna have more ideas of how they want it to look and how they want the form. Students actually said that it was helpful to have a format, they weren't always sure that discussion was how they would run it. They said that sometimes they felt like they were just throwing questions out and the parents weren't really interested in doing that. They were more like let's just go play. The other thing that I think, was harder for our students and I think, this again related to it only being 6 sessions. I'm not sure they quite got developmental theme as well as if they had more time doing it. That was an area this morning we're talking about supervision that. It seemed that some of parents respond to Tess, but "I'm not sure these students really got developmental themes that well."

7. How did the students/participants respond to the content of the materials?

It wasn't functional materials. We didn't have enough time. I think, ideally, having 8 sessions is good. She is done both 12. 8 seem to be a good number. We can fit in with home visit.

a. What concepts in the Model were easiest for the students/participants to understand?

I think environment. Right away, the first group they could see how they needed to change their environment cause things happening that didn't flow. So I think, that environmental arrangement is really, I think, they got right away. I think my student - the SpEd student understands triadic and really was working hard on trying to use the strategies. She said she even used them in her work. I think that was really salient for her. I'm not sure about speech and nursing people though. Debbie - Because they come different viewpoint about how do you deliver services. Often they are with a kid one and one. I found a nursing student who is bright. She kept saying this is so education oriented to me. But as a nurse you do parent education and she seemed to have different idea what that's like. So, I'm not sure where she's at with the triadic strategies now.

b. *What concepts in the Model were hardest for them to understand?*

Embedding is always hard for our students. "Is line a whole different thing for them? I talked about it. I used some things Eva had done with embedding and I just kind of brought it up in supervision meeting. But, that was still something kind of novel to them. Especially for the speech people how are more used to it being more pull out. "Let's work on an isolated skills. To talk about embedding was a difficult thing. The other thing I pointed out was that we had a parent in the group who was really good at embedding her kid's objectives into what we had planned. And I would say, "Watch this mom. She knows what she and her kid are working on. Watch what does with them with these materials, and so, I kind of tried to point out to them how does this mom did it but I think that's an area for beginning students. It's always a struggle. And to be fair to these when students see kids only 6 times, they don't know them the way you do when you have them every day and you're hands on with them every day,

8. What is the most important content from each module?

Probably having environment be appropriate to child's level, be things that a kid is really interested in because kept having them call parents and say what are the materials your child really like to play with, what are the child's interests. And one kid we have had was really gifted in our group that was the family assigned to my SpEd student and she really kept going back to that parent and saying. "Boy, I can see your son is above what the other children are doing his cognitively, higher." "What are some things he really likes cause we want to bring those things in." I think understanding that the children it needs to be pleasurable to kids, things kids really like and it that you kept going to parents and asking parents for their expertise. That's something you emphasize a lot modules, the competence of the parent, and enhancing the exchanging parent's competence.

Acknowledging them forms were really helpful. Home visiting the information about was helpful.

Teaming - we used evaluation and we used it after every play group. As a supervisor, I thought it was really helpful. It helped me focus and not just do general kinds of evaluation what happened, but really be specific about what we saw going on.

9. Why did you choose to use the materials? Did the materials meet your needs?

I think the facts that are really well done. I certainly was grateful. Felicia sent me e-mail and said, "You guys feel free to use the materials." So much time and organization got hard gone into them. To be able to share with students was wonderful. I think we chose the material to use because they were excellent materials and for student they were specially helpful because you dealing people who are coming out of they had never developed planning form and using planning forms. And then, you did have to spend a lot of time waiting for them to come up with format. "O.K. Here's format has worked in the past. People have tried and revised it. It's based on research." Yes, and certainly there's different models for different groups, but we felt that this is such a good model. "Let them learn this model. And then if they stay and go work somewhere else." That's what we kept telling them. This is one model. I know Felicia and Jeanette had a couple of people come and observe us for SpEd 365. It's one format and students did ask "How come we don't ask the parents to leave the room?" They gave them kind of springboard to ask questions.

Q: Did the materials meet your needs?

I think they did. For me, Tess may speak differently but I felt for the group that I was supervising it, it was very helpful and certainly met their needs to try to do this in 9 week sessions which we did, it was very condensed and intense. It's great to have forms. It was like, "Felicia, thank you." It was great that we don't have helped them create forms. Certainly O.K. if we have more time, and they had more time to meet together. Cause I think, it's important for team that if you gonna create form that the team create together, not just for one person say, "Here's the form. We're all going to use this." But in this situation we just said "Hey, this is what we're gonna to use." It kind of freed up the time to do other things that they needed to do which is get to know the toys, get to understand the development what is typical 18 month old like.

Please send us any materials used, particularly module notes. Any written suggestions are appreciated.

I sent Felicia like an e-mail kind of middle and said 'This has been great. These are great forms but that's about all I've done." She said, 'Well, maybe at the end we can talk.' That's probably what you're doing now. But I haven't really gone through them. Susan Yorde and I gonna do the spring one which is Saturday, which are our last folks mostly. So they usually have more, I find them much more critical of what we do because they're out there. It'll be interesting, you know, using some of these with them, and seeing what their reactions are. Cause they typically come in with "This is 'the way' we do it. Convince me that this model works."

I just felt really grateful to Felicia for letting us use them and certainly for me, getting ready to supervise a play group and run into one orientation session. It was really helpful to me to have the reading and articles, too. Articles are really nice. I found to be really helpful in my role.

If you want to talk to some of our off campus students next semester, I'll let you know by April. Our last one will be in April. They will be more opinionated on it about what worked, what didn't. Forms, etc. They more used to. They do this. It's interesting for them. I saw sort of last spring a little bit with Tess when she did Saturday group format. That group is a lot more vocal about what to use and what not to use.

Describes her current students.

Auburn University
Auburn University, Alabama 36849-5226
Department of Rehabilitation & Special Education
1228 Haley Center
Telephone: (334) 844-5943

November 13, 2000

Jeanette McCollum
Early Childhood Programs
College of Education
61 Children's Research Center
51 Gentry Drive
Champaign, IL 61820

Dear Jeanette,

I want to tell you how much we at Auburn University's Early Childhood Special Education personnel preparation program appreciate the PIWI Modules developed your program. Their content is being integrated into two courses required in our program. RSED 6100: Infants and Toddlers with Disabilities is a course required of all undergraduate students in our program. RSED 7200: Advanced Intervention with Infants and Toddlers with Disabilities is a required course for all our Master's level students.

Although we have briefly addressed the topic of infant-caregiver interaction previously, our approach has been less systematic and organized than it will be in the future with the PIWI materials. Our students will be better prepared, more competent, and more confident to address these critical issues - based on your efforts. I am extremely grateful for the systematic, thorough approach your staff has taken developing the PIWI modules.

Thank you VERY much!

Sincerely,

Samera Baird

Samera Baird, Ph. D.

Date: Wed, 22 Nov 2000 09:35:54 -0500
From: "EVA K. THORP" <ETHORP@wpgate.gmu.edu>
To: jmccollu@uiuc.edu
Subject: TRIAD

So's to avoid procrastination, I'm emailing the feedback per your permission. Hope you don't mind inelegance. I assume you want it for final report.

I love it. It is conveniently packaged. It looks beautiful. I have other colleagues who pick it up to show people an example of good formatting.

We are using it as follows:

Modules 1 and 3 were used in our early intervention class in the early childhood special education licensure program this fall.

Modules 1 and 3 will be used this spring in the infan/toddler curriculum class in UTEEM.

Module 2 will be used in this spring in the language development class (infant/toddler) in UTEEM.

Modules 4 and 7 will be in the infant/toddler assessment class this spring in UTEEM.

I am also working with a graduate assistant to code videos and written reflections from the curriculum class last spring where I used the preliminary draft of Module 3. Students were required to implement a triadic home visit, to video tape themselves, and to critically reflect on the video. More to come on that.

Another future plan involves our trying to arrange to have our students take on a baby group that is offered already in a local community center for Latina mothers and their babies. They have more than 200 families participating, and we always have an intern there, but we have been thinking that it would be an ideal place to implement full blown PIWI. This is merely in planning, but we may be able to do a small small pilot this spring or summer.

Thanks so much for involving me in this project and for sending the beautiful materials. I'll keep you posted as we find more uses. For us, it is ideal. We can truly integrate the beliefs and practices across the curriculum - as you can see from our plans for the spring.

My big problem, as you can predict, is that I can never get through the content in the time allotted - I have too many stories and elicit too much discussion. But it seems to work in the long run and having more modules will let me pace myself better over the semester.

See you soon,

Eva

UNIVERSITY OF ILLINOIS
AT URBANA-CHAMPAIGN

Early Childhood Programs
College of Education
61 Children's Research Center
51 Gerty Drive
Champaign, IL 61820
USA

Nov. 1, 2000

Hi -

Not too long ago, you were sent a set of PIWI Modules. As we close down our project and write up the final report, we'd like to include some information on how the modules are being (are will be used) by the lucky 60 recipients of our 60 sets.

To make this as easy as possible, you can just send me an e-mail telling me how you have used, or intend to use, the modules (preservice or inservice, in whole or in part). I'd also, of course, be interested in your impressions of the modules.

Thanks for your assistance! I look forward to hearing from you.

Jeanette

Jeanette McCollum
jmccollu@uiuc.edu

or if you prefer:

PIWI Projects
Children's Research Center, Rm. 61
51 Gerty Drive
Champaign, IL 61820

Jeanette,
My apologies for the delay... life is pretty busy ☺ The materials are beautiful... and bountiful!! When I first opened the box, I "oohed" and "ahhed" about the colorful packaging and easy to use organization.

BEST COPY AVAILABLE

Telephone (217) 333-4123 • Fax (217) 244-7732

Date: Wed, 22 Nov 2000 07:15:07 -0600
From: "Susan Yorde" <Susan.Yorde@wku.edu>
Organization: Western Kentucky University
X-Sender: "Susan Yorde" <Susan.Yorde@fsmail.wku.edu>
X-Accept-Language: en,pdf
To: jmccollu@uiuc.edu
Subject: PIWI

Jeanette,
I received your letter and am responding via email. I plan to use the PIWI modules in pre-service training. Although we don't have a playgroup practicum at WKU at this time, I think it is a possibility as at least one early intervention provider (Lifeline) is interested in a playgroup model. I am sure that sections of the modules, e.g.,the triadic strategies, will be useful outside of the playgroup format.

Let me know if you need more information. susan

Date: Mon, 20 Nov 2000 07:50:04 -0600
From: "Susan Maude" <smaude@loras.edu>
To: <jmccollu@uiuc.edu>
Subject: PIWI feedback
Status: RO

Hi Jeanette -
Here is what I have been doing and plan to do with the PIWI materials:

1. Have used many of the colored overheads in a variety of courses when talking about families, interaction, environment, etc.

2. Will be teaching a developmental curriculum, 0-3 course in the spring and will use the PIWI modules heavily. I'm not sure if I will use all of the modules but plan to use many.

3. We are hoping to have PIWI sites at the following places: a. Wee care (child care center run by moms who are teens at our alternative school); b. Maria House (homeless shelter for women and children), and c. St. Mary's
St.>Pat's - early childhood center. These may be collaborative efforts with Clarke College. These are only in planning phases for us (I think Clarke has started at c. We had something unofficially at Wee Care last year).
Susan Maude

TEXT.htm 6

Date: Mon, 04 Dec 2000 11:13:18 -0500
From: Lauren Barton <bartonro@msu.edu>
X-Accept-Language: en
To: jmccollu@uiuc.edu
Subject: PIWI Modules

Dear Ms. McCollum,

I apologize for such a long delay in responding to your letter. I have very much appreciated the PIWI modules. They are quite thorough and seem particularly useful. At present, I haven't initiated any trainings with them yet. However, I have begun to circulate them to a number of people throughout the state for each of them to consider whether or not to adopt or adapt the modules to their training needs. This process is taking some time as each person spends time looking through it and then returns it to me to pass on to the next person. I have listed below some very basic information about the people with whom I have shared/am sharing the information.

Sheryl Goldberg -- she is heading up the Michigan Association for Infant Mental Health (MI-AIMH) training committee. The committee is currently undertaking efforts to establish an endorsement process for infant mental health specialists at various levels and develop training curricula to help individuals meet the endorsement criteria.

Jeffrey Goldblatt -- I am not certain of his title but he coordinates a number of the inservices for the Dept. of Community Health for the State of Michigan. He is also on the MI-AIMH board. He has been investigating a wide range of training modules that are available for many of the employees involved with home visiting and community mental health services.

Holly Brophy-Herb -- She is an assistant professor in Family and Child Ecology at Michigan State University and plays a key role in coordinating the lab school here. Her research is of a very applied nature and often involves evaluation of implementing various training initiatives with child care centers in the area.

Pat Duthie -- She is in the Healthier Communities Department at Spectrum Health in Grand Rapids, Michigan. She spearheads the training efforts for the MOMS (Mothers Offering Maternal Support) Program that uses nurses, community health workers, and volunteers to intervene with families. Spectrum Health is the result of a merger of a non-profit and a for-profit hospital in the community. Part of the settlement involves giving about 6 million dollars a year to various broadly-defined health promotion outreach efforts in the community. Pat often consults with a number of these other programs when questions arise about training needs.

Hiram Fitzgerald -- He is a professor in Psychology at Michigan State University. He has been a leader in infant research for many years using both basic and applied methods. He is the executive director of the World Association for Infant Mental Health and is actively involved in work at state and/or national levels with Early Head Start, Head Start, multiple fatherhood initiatives, and Early On (the Part H service delivery network for Michigan).

The modules are still making the rounds between these individuals, but all have expressed an interest in seeing them. Several people have asked how they might obtain a set of modules themselves. What plans do you have at this time for broader distribution or purchase?

Thank you again for including me in your mailing. There are a number of statewide efforts in Michigan that make this an area where useful tools will get used quite regularly. I would encourage you or Tweety to consider coming to the Michigan Association for Infant Mental Health's annual conference (May 20-22, 2001) in Ann Arbor and presenting either a portion of the curriculum there or conducting a train-the-trainer type session. Although the deadline was Nov. 30 for workshop submission, the committee doesn't meet until this Saturday and might still accept a workshop. I believe it only requires a paragraph or so of description. If you have not yet seen the call for proposals and are interested, please feel free to call or e-mail me and I can fax you one.

Thanks much,

Lauren Barton

Research Assistant
Michigan State University
6 Kellogg Center
E. Lansing, MI 48824-1022
Phone: 517-353-3508
Fax: 517-355-4565
Email: bartonro@msu.edu

From: "Sarah Rule" <s_rule@cpd2.usu.edu>
To: <jmccollu@uiuc.edu>
Subject: PIWI Modules
Date: Fri, 17 Nov 2000 15:27:03 -0700
X-Priority: 3
Status: RO

Jeanette, in response to your inquiry of November 1, first let me thank you and Tweety for sending us the PIWI modules. I have placed them in our early childhood special education program's materials collection so that our faculty and students can use them as reference materials. As we offer an infant and family seminar and practicum that students complete in the homes of families who have an infant with a disability, the materials are quite useful in our program.

The PIWI materials will also serve as useful reference materials for our federally funded outreach project to disseminate Strategies for Preschool Intervention in Everyday Settings. The curriculum we disseminate is weighted more heavily towards preschoolers than infants, so these materials will help us fill an information gap.

Thanks again for your generous sharing of these excellent modules.

Sarah Rule, Director
University-Affiliated Center for Persons with Disabilities
Utah State University
6800 Old Main Hill
Logan, UT 84322-6800

To: "Mary Mclean" <mmclean@uwm.edu>
From: Jeanette McCollum <jmccollu@uiuc.edu>
Subject: Re: PIWI
Cc:
Bcc:
X-Attachments:

> Hi Jeanette,
>
> We were indeed lucky to be the recipient of a set of PIWI modules!!
>
> We have a newly revised ECSE program at the University of Wisconsin-Milwaukee. Our program now includes ages birth to eight years. We have divided coursework and accompanying field experiences into three blocks: 0-3, preschool and primary. The PIWI materials will be used in our 0-3 block. They truly are excellent materials and will be great to use in conjunction with the field experiences that students will have.
>
> Thank you so much for providing us with a copy of the modules!
>
> Mary
>
> Mary McLean, Ph.D.
> Department of Exceptional Education
> PO Box 413
> U. of Wisconsin-Milwaukee
> Milwaukee, WI 53201
> 414-229-2213 (office)
> 414-229-5500 (fax)
> mmclean@uwm.edu

Date: Thu, 16 Nov 2000 10:07:31 -0600
From: "Lynette Chandler" <P30LKC1@wpo.cso.niu.edu>
To: <jmccollu@uiuc.edu>
Subject: Re:

Jeanette,

Thanks to you and Tweety and others for providing me with a copy of the PIWI manuals. They are excellent resources that focus on a topic that often is not well-covered in early childhood methods textbooks or courses. The material is clearly written and represents recommended practices within early intervention. The transparencies are very helpful, as is the videotaped overview and examples of PIWI sessions.

I intend to use the PIWI material in three of my courses. These are: Instructional Methods in Early Childhood Special Education, Working with Families of Children with Special Needs, and Issues in Early Childhood Special Education. These courses are offered in spring semester.

Information about setting up the environment, running a PIWI play group, and multicultural issues will be especially helpful in the methods class. Although we talk about setting up preschool classrooms, I have not previously focused on developing play groups for children and families and the role of the facilitator in such groups. This information will build on and expand the materials that I currently present in the Methods class.

Information concerning the PIWI philosophy will be discussed extensively in the Families and Issues courses (of course it also will be presented before discussing PIWI play groups in the Methods class). In addition, the focus on home visits will be discussed in the Families course and will greatly add to the information that I already discuss.

Information concerning the triadic relationship, individualization, and multicultural issues will be included in the Issues course. In the Issues course we analyze case studies in early intervention. Information from the PIWI modules and the examples provided for analysis and review will fit in well with the class format and can be added to many of the case study examples.

I am considering using the PIWI modules to offer a topical workshop during summer school. In this workshop, the eight components will be presented as described in the manuals. This workshop will be open to students in early childhood special education and working professionals in the northern Illinois community.

I also would like to provide this material to staff currently working in early intervention programs. Our local program provides play groups for children and families, but the groups are unstructured and the staff have few goals for the groups. I think the PIWI model would increase the positive outcomes of those groups. I may try to introduce these to our LIC and offer a workshop to LIC members.

Finally, I anticipate that the PIWI materials will be incorporated into our new early childhood special education certification program. This program will be developed during the next year. The information provided in the PIWI model will be beneficial to regular early childhood educators as well as early intervention preservice students.

Thanks again for the PIWI materials. They are a wonderful resource that certainly will be well-used by myself and the early childhood faculty in the Department of Teacher Education at NIU.

Lynette

Elmhurst
College

November 10, 2000

Jeanette McCollum, Ph.D.
PIWI Projects
Children's Research Center, Rm 61
51 Gerty Drive
Champaign, IL. 61820

Dear Jeanette:

I just want to thank you so much for sending me the 8 volume set of PIWI modules. I have had an opportunity to look them over and they are really fabulous! The overheads are so well done and the video tapes capture so many wonderful examples of parent -infant interaction. I am really thrilled to have the set of modules as a teaching resource. Although I have not used any of them yet, as I gear up for my two January term courses on Infant Development Typical and Atypical and Working with Families of Infants and Toddlers with Special Needs; and two Spring courses, Early Intervention Methods and Infant Assessment, I can foresee many ways to integrate portions of these materials into our graduate training program. I suspect the we will most likely utilize these materials in a card deck fashion Jeanette, taking pieces from various modules and using them to supplement and compliment weekly topics to be addressed in the classes. I intend to use some of the information in modules 1-4 in setting the stage for engaging in relationship based observation and intervention planning with my students. I intend also to use portions of modules 6 and 7 to assist in presenting how to embed playful interaction into family routines on the IFSP. I foresee utilizing module 5 in a discussion about designing group environments for infants and parent play groups.

Besides our course work in early intervention our students also engage in field experiences with families. As part of our field experience component, our students are assigned a family of an infant/toddler with a special need to work with in their first year of our program. I believe that the PIWI materials will also be a wonderful support piece for students in designing individual play sessions with their Mentor family. Specifically the home visiting section on module 5 will be used to provide our students with some strategies for parent -child engagement at home.

Department of Education
190 Prospect Avenue
Elmhurst, Illinois
60126-3296
(630) 617-3545 phone
(630) 617-3736 fax

I will keep you posted as we begin to play with the modules and integrate pieces of them into our curriculum. They are very professional looking and the content is a perfect match with our graduate programs philosophy of putting families at the center of our work with young children with disabilities. Thanks again for sharing your wonderful work with me. I really appreciate it. By the way here are my e-mail addresses:
Hm e-mail, twehman@aol.com Wk e-mail, theresew@elmhurst.edu

Sincerely

Therese

Therese Wehman
Director, Graduate Program
Early Childhood Special Education
Elmhurst College

Reply-To: "Judy Flanders" <Judy.Flanders@llcc.cc.il.us>
From: "Judy Flanders" <Judy.Flanders@llcc.cc.il.us>
To: <jmccollu@uiuc.edu>
Subject: PIWI Modules
Date: Tue, 14 Nov 2000 11:12:26 -0600
X-Priority: 3

Hi Jeanette, I feel so honored to have been one of the recipients of the PIWI Modules. I plan to use parts of the modules in the design of a practicum experience for students whose primary area of interest is birth to three. We are going to have a number of birth to three home visitors from our local Head Start who will need a practicum designed to meet their particular needs. I feel that the wonderful resources (videos of adult/child interactions, overheads, etc.) will support many components of this practicum experience. The very best part is that the PIWI philosophy is congruent with our Child Development program philosophy here at Lincoln Land Community College.

Jeanette, these modules turned out so great!!! They are so well organized, comprehensive and the pictures and video selections are very well done. You and the PIWI Project staff should feel very good about this project as it comes to an end. Thank you so much for letting me be a part of it.

Hope you are enjoying a somewhat slower pace these days, but I have a feeling that your days stay very full! Tell my friends at the CRC Hi.
Judy

From: "Correll, Patti" <PCorrell@iel.spokane.cc.wa.us>
To: "'jmccollu@uiuc.edu'" <jmccollu@uiuc.edu>
Cc: "Vincent, Eileen" <EVincent@iel.spokane.cc.wa.us>
Subject: PIWI Project
Date: Mon, 13 Nov 2000 15:46:08 -0800
Status: RO

Thanks you so much for sharing a set of the PIWI Modules with our Early Head Start program in Spokane Washington. We have reviewed the materials and have found them to be of the highest quality. We are working with our Head Start Administration to determine how much training will be given to our home-based EHS staff. We are focusing on socializations and developing dyad activities. I am sure that we will use your materials as we continue with this effort. We are targeting 1/2001 to begin changing our socialization model to include specific parent/child activities. Thanks again for sharing your materials. We learned about them from the 1/2000 "Birth to Three Head Start Institute" in Washington DC. Patti Correll, I/T Education Specialist.

Date: Mon, 13 Nov 2000 16:06:42 -0600
From: "Wolfe, Barbara L" <BLWOLFE@stthomas.edu>
Subject:
To: "'jmccollu@uiuc.edu'" <jmccollu@uiuc.edu>
Status: RO

Hello Jeanette,
I wanted to let you know how impressed I am with the PIWI modules. They are extremely comprehensive and include all necessary materials including overheads and videos! I am currently using the modules to augment course content in a graduate preservice class I teach on Methods for Birth - 3. Specifically, this semester I have used the modules on developmental observation and dyadic relationships in our discussions of home visiting techniques. Because I received the modules at the beginning of the semester, much of my course planning was already in place and I was unable to utilize the modules as much as I will in the future. So rest assured that as I familiarize myself with your wonderful materials more fully I will continue to incorporate the material into all four of the ECSE courses and possibly into inservice training as well! My goal is to enlist a community partner and set up a PIWI group as part of the course requirement for one of the two methods classes I teach so that students can practice planning and implementing a truley interactive group and then use the techniques on home visits.

Your materials make the theory of emphasizing parent-child interaction come to life. This is a concept that is marginally understood and seldom if ever practiced by practitioners in this area. Therefore, having an experience with a PIWI group could truley make a difference in the practice of my students in training. I see this goal as long term; and in the interim I will continue to familiarize myself with your modules and use them as course content. Thank you so much to all of you who worked so many hours on these materials. Your effort resulted in a comprehensive, understandable and beneficial set of materials. I hope you have plans to market them somehow because I think they would appeal to many who provide ECSE preservice or inservice training. I still hope to come to Champagne with a couple community partners to observe the process in action. Is this possible? Thank you again. I'm glad I was one of the PIWI 60. Barb Wolfe

X-Sender: lrowan@pop.kent.edu
Date: Mon, 13 Nov 2000 12:49:39 -0500
To: <jmccollu@staff.uiuc.edu>
From: Lynne Rowan <lrowan@kent.edu>
Subject:
Status: RO

Greetings! You must have been reading my mind. I was going to email you today and then I received this letter about the PIWI Modules. Business first: I carefully reviewed all of the modules and think they are very true to the PIWI Spirit. I have been allowing faculty, early interventionists/slps and students to use them as resources. I plan to use different parts of the modules to discuss the concepts of collaboration, dyads/triads, parents observation and the enviornment in my classes this summer....in other words parts of all the modules. I am going to have to modify them slightly as we are discussing children and adolescents with low incidence disabilities (severe/profound mr, autism, etc) but I know this will not be difficult....actually rather easy.

There are no SLP students in Tallmadge with Jerry anymore. It all blew up in August. Marilyn and I had lunch a couple weeks ago to see if we could put anything back together, since we are the only two still talking. My feelings were to hold off a year until everyone realized what they were missing without the two groups together. We will see.

How's everything in Champaign? I can imagine Dan's comments on the election and the ballots. What have you been up to lately? Are you going to DEC?

I finished writing a grant application in October; spent three days at the state meeting -- former presidents still work hard at those!!!--and finally collapsed for a couple days. I am not going to ASHA; too tired of meetings. I am beginning to get ready for Thanksgiving. Where are you going this year? I took Mom to North Carolina to see Jill and Greg in early October. I can't believe they drive 3-45 minutes to work everyday. They like living in Tryon which is in the mountains and then driving to Greenville. Mom and Gail had a good time; I was tired from all the driving but just like you they don't like to fly. The rest of the family is doing well and are all busy.

I have office hours......they are standing at the door....actually sitting waiting for me to finish this email.

Talk with you later. Take care of yourself. Hi to everyone in Champaign.

Lynne

Lynne
Lynne E. Rowan, Ph.D.
Associate Professor
School of Speech Pathology and Audiology
Kent State University
Kent, OH 44242

telephone: 330.672.2672

Date: Thu, 09 Nov 2000 13:05:19 -0800
From: "Linda J. Hager" <lhager@keller.clarke.edu>
Organization: Clarke College
X-Accept-Language: en
To: jmccollu@uiuc.edu
Subject: PIWI Models
Status: RO
X-Status:
X-Keywords:
X-UID: 28

Dear Jeannette-

I can't thank you enough for the modules you have provided to our Teacher Education Department at Clarke College.

I have used the modules this fall semester as part of our practicum class for infants and toddlers. I have used the modules in class as a backdrop to the practicum and have now begun a five week closure pilot program once a week at one of our partner schools.

In addition, if all goes well, we are planning on expanding this program to an all semester program next fall semester. My students have really enjoyed making exploratory materials out of odds and ends.

This is a wonderful program.

Linda Hager
Clarke College

X-Sender: jroller@saunix.sau.edu
Date: Fri, 10 Nov 2000 12:00:03 -0600
To: jmccollu@uiuc.edu
From: Jeanne Roller <jroller@saunix.sau.edu>
Subject: PIWI modules
Status: RO

Hi Jeanette,

I received your letter about the modules and how we have and will be using them. We are able to use them in several ways. I used some of the videos to help our students (undergrads) do observations. We will be using them in the spring as a part of our Infant and Toddler Curriculum class. And we are also looking into a MED in Early Childhood Special Education which will focus on the family-based intervention for 0-5 through a variety of disciplines. The modules will be helpful for program development and delivery.

Thanks for this great project!

Sincerely,

Jeanne Roller
Marcia Less
St. Ambrose University
508 W. Locust St.
Davenport, IA 52803
319.333.6107
jroller@sau.edu
mless@sau.edu

X-WebMail-UserID: ychen10@students.uiuc.edu
Date: Tue, 5 Dec 2000 10:15:27 -0600
Sender: ychen10 <ychen10@students.uiuc.edu>
From: ychen10 <ychen10@students.uiuc.edu>
To: jmccollu@uiuc.edu
X-EXP32-SerialNo: 00003242
Subject: PIWI Modules

Hi Dr. McCollum,

Sorry for this delay. I am not sure how I am going to use these modules yet. So I can only say what I intend to use them in the future. I think I am going to use a part of the modules for preservice, especially the part of introduction, dyadic, tridyadic, and teaming modules. I am thinking of using it as a guide for a practical training (i.e., parent-child play group). Since the time limitation, this course may provide students merely an overview of this type of program design and have a hand-on experience. However, for the inservice purpose, I think it is possible and better to provide a whole idea about the PIWI. However, since the pictures, overheads, and resources are written in English. It may need to be translated and modified a little bit. I am not sure about the appropriateness of cultural issues. Right now, I think it fits my belief systems. When I described them to my friends, they seem to agree with the ideas about parent-child interaction, too.

Thanks for providing me an opportunity for using these modules.

Chen

X-Sender: cmarvin@unlserve.unl.edu
Date: Sat, 11 Nov 2000 15:00:05 -0600
To: jmccollu@uiuc.edu
From: Chris Marvin <cmarvin1@unl.edu>
Subject: PIWI
Status: RO

Jeanette,

I am writing in response to yoru recent letter asking for a brief description of how i have used the PIWI Modules sent to me this past September. I have shared the materials withteh ECSE/EI director in the local school district (Nebraska is a birth-mandate state and birth to 5 special services are provided primarily through the public schools). As members of the Natural Environments Task Force in this district, we thought the materials would be useful for upcoming staff development. I have learned since that time that the district has outlined a series of training sessions to begin next year and will use parts of the PIWI taining materials for these sessions I can not at this time, however, tell you which sections have been chosen or considered. The audience for these traiing sessions will possibly be 15-25 ECSE teachers, PTs, OTs, and SLPs employed by the district and 4-6 service cooordinators from the the local Health Department.

I personally had thought of using parts of the modules for my infants class this spring. But unfortunately, I will not be teaching that course this year so my plans will have to wait. I love the videos! thanks again.

Chris
PS: Jeanette, I was so sad to learn of Susan McBride's recent death. I know you were close to her and cared very much about her health and recovery these past couple years. I feel badly for your loss of a freind. I hope you find support from your many colleagues at UI who shared your fondness for Susan. In time, may you have peace knowing she is no longer in pain, and your memories of her include many laughs and cherished hours together. I am thinking about you and the others at ISU and UI who knew Susan.

****

Remember: Laughter is a sort-of internal jogging;
fit it into your schedule daily

****

Chris Marvin, Ph.D.
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Date: Sun, 12 Nov 2000 07:26:40 -0500
From: Dolores Appl <dappl@grove.iup.edu>
Subject: PIWI
To: Jeanette McCollum <jmccollu@uiuc.edu>
X-Priority: 3
Status: RO

Since recieving the modules this summer, I have used them in two classes -- an early childhood class and a class for hearing impaired majors on preschool ed. I also presented at "Mornings with the Professors" which is for retired faculty. In all of these presentations I gave an overview of key topics from Modules 1 and 2 and showed video excerpts for activities as well as the slide presentation of a group. I continue to talk with various people in the community and at IUP about implementing some parent-child groups and have shared modules. I will be presenting something from the modules at a local EI conference this spring.

The materials have been very helpful and easy to use. I have selected and used only parts because of the time frames for the presentations. This has worked well and I have received positive feedback from the instructors and the students.

Hope this helps. Let me know if you need additional info.

Dolores

Reply-To: "Yash" <y0bhag01@athena.louisville.edu>
From: "Yash" <yash@louisville.edu>
To: "Jeanette McCollum" <jmccollu@uiuc.edu>
Subject: PIWI Modules
Date: Sun, 12 Nov 2000 12:22:40 -0500
Organization: University of Louisville
X-Priority: 3
Status: RO

Dear Jeanette,
I received your letter of Nov. 1 and am writing to respond to your inquiry. I intend to use it in two ways in the very near future:

1) providing instruction (concepts, planning, strategies, etc.) using PIWI materials in EDEM 627 Applied Child Development; and
2) providing instruction using PIWI materials to art therapy, early childhood education, marriage and family therapy, and social work students involved in "Family Support Center: Innovative Mental Health Training." This training project is a federally-funded project to train students in providing effective mental health services. An important feature of this project is to teach culturally sensitive methods in providing mental health services.

I am unsure at this time which modules and how the modules would be used, or if it would be adapted in any way, and to what effectiveness. I would like to thank you, however, for sending the modules to me. I have already talked about it with my colleagues in social work and they are obviously very keen in supporting the parent-child relationship because of the nature of the work they do and the projects they're working on (e.g. to make best use of time between parents and children for court-ordered visitations).

I may also use the PIWI modules during other training opportunities. For example, I am encouraging the local CCR&R agency to include more training in early intervention and supporting parent-child relationships.

Please let me know if I can provide you with anything else,

Thanks,

Yash Bhagwanji, Ph.D.
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yash@louisville.edu or ece_rules@hotmail.com

X-Sender: da-bruns@staff.uiuc.edu
Date: Thu, 09 Nov 2000 21:14:15 -0600
To: Jeanette McCollum <jmccollu@uiuc.edu>
From: Debbie Bruns <da-bruns@uiuc.edu>
Subject: PIWI modules
Status: RO

I intend on using the modules in inservice presentations with an emphasis on dyadic and triadic strategies, and developmental topics.

Debbie Bruns, Ph.D.
EDcetera Consulting
Phone: (217) 359-8247

Goals are dreams waiting to come true (Anonymous)

Date: Mon, 20 Nov 2000 15:40:55 -0800
From: "Leslie Munson" <MunsonL@mail.pdx.edu>
To: <Jmccollu@uiuc.edu>
Subject: PIWI Modules
Status: RO

Jeanette,

First, thank you for the modules. This is a very belated thank you. Summer and fall have been a bit stressful, but that is only a lame excuse for my tardiness. I very much appreciate the modules and look forward to using them.

Second, how is retirement? Are you enjoying doing what you want to do? Sounds good to me!! I just have a thousand years until I get there!!

Third, I met a friend of your last week. Helen is now working for the EHS Hilton Project. I had the pleasure of sitting beside her at dinner on Monday night. We had an enjoyable chat.

Finally, In August, I used some of the overheads in a training with EHS personnel. In January, I will use some pieces for a training through our Continuing Education division as well as preservice with our master's students in EI/ECSE. That is the way that I plan to continue using the modules.

A colleague asked to see the modules. She works for EHS in Spokane, WA. Do you have any objection to my loaning them to her? She is very interested in your model.

I am looking forward to seeing you at DEC.

Leslie

Leslie J. Munson, Ph.D.
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X-Sender: bphillips@pop.fau.edu
Date: Mon, 20 Nov 2000 11:53:56 -0500
To: jmccollu@uiuc.edu
From: Barbara Phillips <bphillips@faumail.fau.edu>
Subject: PIWI Modules
Status: RO

Jeanette,
Happy Thanksgiving. I it difficult to get into the holiday spirit when the temperature is 80 degrees but I am trying.

The potential to use the PIWI modules is great. Florida may develop a birth to age 4 certification, so it is likely that we would use the modules for preservice training. In addition, I have been in contact with the Childrens Services Council in Palm Beach County (Yes, I live in Palm Beach County)that provide B-3 services through the Department of Health. My hopes is to use the modules to provide inservice training to some of the providers. There are definitely training possibilities in the state of Florida.

Take care,
Barb

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